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HUNTINGTON PUBLIC SCHOOLS

HUNTINGTON, INDIANA

1908-1913

HIGH SCHOOL BUILDING

HUNTINGTON PUBLIC SCHOOLS

Report 1908-1913

Published by Order of the Board

THE WHITELOCK PRESS
HUNTINGTON, IND.

SCHOOL CALENDAR 1913-1914

County Teachers' Institute, August 25-29th.

School opens, Monday, September 1st.

County Fair vacation, Friday, September 12th.

Thanksgiving vacation, Thursday and Friday, November 27-28th.

Schools dismissed for Christmas vacation, Friday evening, December 19th.

Schools begin after Christmas, Monday, January 5th.

First Term closes, January 16th.

Second Term begins, January 19th.

Vacation Northern Indiana Teachers' Association, April 2-3rd.

Second Term closes, May 22nd.

Commencement Exercises, May 22nd.

SCHOOL OFFICERS AND FACULTY

SCHOOL OFFICERS
1913-1914

Eli E. Allen.....President of Board of Education
Zachariah T. Dungan.....Secretary
Milton W. Strauss.....Treasurer

Jesse M. Scudder.....Superintendent
Miss Metta M. Leedy.....Clerk
Maurice H. Krebs.....Health Supervisor

Isaac E. Fisher.....Truant Officer

Regular meetings of the Board of Education at the office of the Superintendent on the first and third Mondays of each month at seven o'clock.

SCHOOL FACULTY
1913—1914

Department of Supervision

Mr. William A. Shock.....Manual Training
Miss Alice J. Gray.....Drawing and Art
Mr. Carl D. Menzie.....Penmanship
Mr. James L. Swihart.....Music
Miss Mary E. Grayston.....Domestic Science
Miss Mary L. Clark.....Primary Grades
Miss Prudence Kenner.....Kindergarten

Principals

Mr. Clarence E. Hinshaw.....High School
Mr. Willard Lewis.....Assistant Principal, High School
Miss Helen Tyner.....Allen Street School
Mr. H. Jay Scheiber.....Central School
Miss Ella J. Moore.....State Street School
Mr. George E. Chenoweth.....Tipton Street School
Mr. David H. Paul.....William Street School

High School

Mr. Clarence E. Hinshaw.....Mathematics
Mr. Willard Lewis.....Science
Miss Mary B. Cox.....History
Miss Fredrica R. Tucker.....English
Miss May Hanna.....Latin
Mr. Carl D. Menzie.....Commerce
Miss Alice J. Gray.....Art
Mrs. Carrie E. Templeton.....Mathematics
Mr. Elmer E. Tyner.....General Assistant
Mr. Jacob P. Young.....Science
Miss Lillian Franklin.....German
Miss Cora D. Altman.....Assistant in English
Mr. James L. Swihart.....Music
Mr. Charles E. Byers.....General Assistant
Miss Mary E. Grayston.....Domestic Science
Miss Amy Barnes.....Assistant in Domestic Science
Mr. William A. Shock.....Manual Training
Mr. Frederick C. Mahoney..Assistant in Manual Training

Central School

Mr. H. Jay Scheiber.....Arithmetic and History
Miss Katherine M. Leonard.....Reading and Grammar
Mr. Marco M. Plasterer.....Manual Training
Miss Wilda Foster.....Domestic Science
Miss Hope H. Holden.....Music and Drawing
Miss Grace Ream.....Geography and Physiology
Miss Floy E. Caley.....Assistant in Reading and History
Miss Alice Favorite.....Grade Five
Miss Mary E. Conley.....Grade Four
Miss Grace G. Weber.....Grade Three
Miss Elizabeth H. Pierce.....Grade Two
Miss Mary L. Clark.....Grade One
Miss Prudence Kenner.....Director of Kindergarten
Miss Myra L. McClelland.....Assistant in Kindergarten

William Street School

Mr. David H. Paul.....History
Mrs. May C. Baker.....Geography and Physiology
Miss Alice McFarland.....Reading and Literature
Miss Alice B. Kelsey.....Arithmetic
Miss Hope H. Holden.....Music and Drawing
Miss Ena E. Pletcher.....Grammar and Composition
Mr. Marco M. Plasterer.....Manual Training
Miss Wilda Foster.....Domestic Science
Miss Dilla K. Stults.....Grade Five-Two
Mrs. Nelle W. Hollis.....Grade Five-One
Miss Dessie Moore.....Grade Four
Miss Hattie Kline.....Grade Three
Mrs. Edna B. Felter.....Grade Two
Miss Jeanette Thiebaud.....Grade One
Miss Prudence Kenner.....Director of Kindergarten
Miss Myra McClelland.....Assistant in Kindergarten

Tipton Street School

Mr. George E. Chenoweth.....Arithmetic and History
Miss Edith Klose.....Reading and Grammar
Miss Grace Ream.....Geography and Physiology
Miss Floy E. Caley.....Assistant in Reading and History
Miss Hope H. Holden.....Music and Drawing
Miss Wilda Foster.....Domestic Science
Mr. Marco M. Plasterer.....Manual Training
Miss Frances E. Hutsell.....Grade Five
Miss Belle Miltonberger.....Grade Four
Miss Ethel L. Peterson.....Grade Three
Miss Etta Eberhart.....Grade Two
Miss Jessie A. Huyette.....Grade One

State Street School

Miss Ella J. Moore.....Grade Six
Miss Nina Penrod.....Grade Five
Miss Mildred Duncan.....Grade Four
Miss Lillian Johnson.....Grade Three
Miss Emma Favorite.....Grade Two
Miss Elizabeth Mohler.....Grade One

Allen Street School

Miss Maud Ramsey.....Grade Four
Miss Eleanor O'Connor.....Grade Three
Miss Margaret Campbell.....Grade Two
Miss Helen A. Tyner.....Grade One

SCHOOL OFFICERS SINCE 1873

Year	President of Board	Secretary	Treasurer	Superintendent	Principal of High School
1873	John Roche	William Ewing	William McGrew	James Baldwin	Allen Moore
1874	John Roche	William Ewing	William McGrew	James Baldwin	John H. Carson
1875	John Roche	William Ewing	William McGrew	James Baldwin	Herman Heinrichs
1876	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	R. M. Estes
1877	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	Alma Holman
1878	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	Alma Holman
1879	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	Alma Holman
1880	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	Alma Holman
1881	Alexander W. DeLong	William Ewing	William McGrew	James Baldwin	Laura J. Henley
1882	Henry F. Drover	William Ewing	William McGrew	James Baldwin	Robert G. Gillum
1883	Henry F. Drover	Dr. Daniel Yingling	William McGrew	Morgan Caraway	Robert G. Gillum
1884	Henry F. Drover	Dr. Daniel Yingling	William Ewing	John W. Caldwell	Lydia Hinman
1885	Henry F. Drover	Dr. Daniel Yingling	William Ewing	John W. Caldwell	Lydia Hinman
1886	Henry F. Drover	James R. Slack	William Ewing	John W. Caldwell	Lydia Hinman
1887	Henry F. Drover	James R. Slack	Samuel McCaughey	Robert I. Hamilton	Clara E. Schrader
1888	James R. Slack	Eli E. Allen	Samuel McCaughey	Robert I. Hamilton	Ella J. Kirtland
1889	James R. Slack	Eli E. Allen	Samuel McCaughey	Robert I. Hamilton	Ella J. Kirtland
1890	James R. Slack	Eli E. Allen	Samuel McCaughey	Robert I. Hamilton	Ella J. Kirtland
1891	Sam'l McCaughey	Mrs. C. L. Mingus	James R. Slack	Robert I. Hamilton	Ella J. Kirtland
1892	Dr. Daniel Yingling	Lewis Bridge	Samuel McCaughey	Robert I. Hamilton	Ella J. Kirtland
1893	Dr. Daniel Yingling	John Minnich	Lewis Bridge	Robert I. Hamilton	Ella J. Kirtland
1894	Dr. Daniel Yingling	John Minnich	Lewis Bridge	Robert I. Hamilton	Ella J. Kirtland
1895	Lewis Bridge	Marion G. Stults	John Minnich	Robert I. Hamilton	A. U. Crull
1896	Lewis Bridge	Marion G. Stults	John Minnich	Robert I. Hamilton	A. U. Crull
1897	Marion B. Stults	John C. Altman	John Minnich	Robert I. Hamilton	A. U. Crull
1898	John C. Altman	James H. Ewing	John Minnich	Robert I. Hamilton	A. U. Crull
1899	John C. Altman	William A. Branyan	James H. Ewing	Robert I. Hamilton	A. U. Crull
1900	John C. Altman	James H. Ewing	William A. Branyan	Robert I. Hamilton	Evangeline E. Lewis
1901	William A. Branyan	James H. Ewing	John C. Altman	Robert I. Hamilton	Evangeline E. Lewis
1902	John C. Altman	Dr. William C. Chaffee	James H. Ewing	Robert I. Hamilton	Purley C. Emmons
1903	Dr. William C. Chaffee	Isaac E. Fisher	James H. Ewing	William P. Hart	Purley C. Emmons
1904	Dr. William C. Chaffee	John T. Alexander	Isaac E. Fisher	William P. Hart	Purley C. Emmons
1905	Isaac E. Fisher	William A. Bucher	John T. Alexander	William P. Hart	William I. Early
1906	John T. Alexander	Isaac E. Fisher	William A. Bucher	William P. Hart	William I. Early
1907	William A. Bucher	Alonzo D. Mohler	Isaac E. Fisher	William P. Hart	William I. Early
1908	Isaac E. Fisher	Alonzo D. Mohler	John R. Emley	William P. Hart	James H. Gray
1909	Morton Tuttle	Alonzo D. Mohler	John R. Emley	William P. Hart	James H. Gray
1910	Morton Tuttle	Burdge H. Hurd	John R. Emley	William P. Hart	James H. Gray
1911	Burdge H. Hurd	Morton Tuttle	J. Ray Dickinson	Jesse M. Scudder	Everett O. Maple
1912	Burdge H. Hurd	Zachariah T. Dungan	Milton W. Strauss	Jesse M. Scudder	Everett O. Maple

IN MEMORIAM

ALONZO D. MOHLER

Member of the Board of Education, 1907-1910
Died, May 16, 1911.

MORTON TUTTLE

Member of the Board of Education, 1909-1912
Died, October 28, 1912.

J. RAY DICKINSON

Member of the Board of Education, 1911-1912
Died, May 18, 1913.

TEACHING FORCE, SEPTEMBER 1908 TO JUNE 1913

SUPERVISORS

	1908—9	1909—10	1910—11	1911—12	1912—13
Superintendent	W. P. Hart	Same	Same	J. M. Scudder	Same
Clerk	Metta M. Leedy	Same	Same	Same	Same
Music	Vivian I. Stoddard	Same	Same	J. L. Swihart	Same
Art	Alice J. Gray	Same	Same	Same	Same
Primary	Mary L. Clark	Same	Same		Same
Penmanship			I. E. Grisso	Same	Same
Manual Training	W. A. Shock	Same	Same	Same	Same
Domestic Science	Harriet M. Boulden	Same	Same	Mary E. V. Grayston	Same
Kindergarten				Prudence Kenner	Same

High School

	1908—9	1909—10	1910—11	1911—12	1912—13
Principal	J. H. Gray	Same	Same	E. O. Maple	Same
Vice-principal		Harry A. Miller	Same	C. E. Hinshaw	Same
History	Mary B. Cox	Same	Same	Same	Same
English	Fredrica R. Tucker	Same	Same	Same	Same
Latin	Mary E. Hartman	Same	Same	Same	Same
Commerce	I. E. Grisso	Same	Same	Same	Same
Art	Alice J. Gray	Same	Same	Same	Same
Mathematics	Carrie H. Templeton	Same	Same	Same	Same
Science	J. P. Young	Same	Same	Same	Same
German	W. E. Bratt	Same	Lillian H. Franklin	Same	Floy E. Caley
Assistant in English	Edna Hays	Same	Cora D. Altman	Same	Same
General Assistant	E. E. Tyner	Same	Same	Same	Same
General Assistant			Pearl Rinehart	C. E. Byers	Same
Music	Vivian I. Stoddard	Same	Same	J. L. Swihart	Same
Domestic Science					Mary E. V. Grayston
Ass't in Domestic Science					Amy Barnes
Manual Training					W. A. Shock

TEACHING FORCE, SEPTEMBER 1908 TO JUNE 1913 (Continued)

Central School

	1908—9	1909—10	1910—11	1911—12	1912—13
Arithmetic and History	J. M. Scudder	Same	Same	C. A. Fisher	H. J. Scheiber
Reading	Minnie M. Bush	Same	Same	Same	Same
Language	H. C. Huber	D. H. Paul	C. A. Bell	Minnie M. Bush	Same
Geography & Physiology	Belle Rarey	Same	Same	Fannie L. Reed	Grace Ream
Music and Art	Ethel McCloud	Hope H. Holden	Same	Same	Same
Manual Training	W. A. Shock	Same	Same	Same	F. C. Mahoney
Domestic Science	Harriet M. Boulden	Same	Same	Mary E. V. Grayston	Wilda Foster
Assistant in Reading and History					Rheba M. French
Grade Five	Ella J. Moore	Same	C. Alice Favorite	Same	Same
Grade Four	Lena M Carson	Same	Mary E. Conley	Same	Same
Grade Three	Grace G. Weber	Same	Same	Same	Same
Grade Two	Elizabeth H. Pierce	Same	Same	Same	Same
Grade One	Mary L. Clark	Same	Jeanette Thiebaud	Mary L. Clark	Same
Kindergarten				Prudence Kenner	Same
Assistant in Kindergarten				Myra McClelland	Same

William Street School

	1908—9	1909—10	1910—11	1911—12	1912—13
History	Enos B. Heiney	Arthur Sapp	Same	D. H. Paul	Same
Arithmetic	F. C. Mahoney	Same	Same	Same	Alice B. Kelsey
Reading	Ethel N. Todd	Same	Mary Hoadley	(Mary Hoadley (Alice McFarland	Alice McFarland
Language	Lucretia E. Hemington	Mary Hoadley	(Ena E. Pletcher (Pearl Rinehart	Ena E. Pletcher	Same
Geography & Physiology	May C. Baker	Same	Same	Same	Same
Music and Art	Ethel McCloud	Hope H. Holden	Same	Same	Same
Manual Training	W. A. Shock	Same	Same	Same	F. C. Mahoney
Domestic Science	Harriet M. Boulden	Same	Same	Mary E. V. Grayston	Wilda Foster
Grade Five, Section II.	Dilla K. Stults	Same	Same	Same	Same
Grade Five, Sec. I.	Essie B. Dinius	Nelle W. Hollis	Same	Same	Same
Grade Four	Dessie A. Moore	Same	Same	Same	Same
Grade Three	Hattie M. Kline	Same	Same	Same	Same
Grade Two	Edna B. Felter	Same	Same	Same	Same
Grade One	Jessie Strong	Esther F. Oglesbee	Same	Jeanette Thiebaud	Same
Kindergarten				Prudence Kenner	Same
Assistant in Kindergarten				Myra McClelland	Same

Tipton Street School

	1908—9	1909—10	1910—11	1911—12	1912—13
Arithmetic and History	W. S. Cushing	H. C. Huber	Same	(H. C. Huber (G. R. Sharp	G. E. Chenoweth
Reading	Minnie M. Bush	Same	Same	Edith Klose	Same
Language	H. C. Huber	D. H. Paul	C. A. Bell	(Ella J. Moore (Edith Klose	Edith Klose
Geography & Physiology	Belle Rarey	Same	Same	Fannie L. Reed	Grace Ream
Music and Art	Ethel McCloud	Hope H. Holden	Same	Same	Same
Manual Training	W. A. Shock	Same	Same	Same	F. C. Mahoney
Domestic Science	Harriet M. Boulden	Same	Same	Mary E. V. Grayston	Wilda Foster
Assistant in Reading and History					Rheba M. French
Grade Five	Cordelia C. Tait	Cora G. Smith	Fannie L. Reed	Frances E. Hutsell	Same
Grade Four	Nelle W. Hollis	Katherine M. Leonard	Same	Lois L. Babb	Same
Grade Three	Ethel L. Peterson	Same	Same	Same	Same
Grade Two	L. Hettie Davis	Jessie A. Huyette	Gertrude E. Rhodes	Same	Etta Eberhart
Grade One	Jessie A. Huyette	Nellie Love	Jessie A. Huyette	Same	Same

State Street School

	1908—09	1909—10	1910—11	1911—12	1912—13
Grade Six	W. A. Hacker	Clifford Funderburg	D. H. Paul	(G. R. Sharp (Ella J. Moore	Ella J. Moore
Grade Five	Cora G. Smith	Fannie L. Reed	(Ruth A. Barsh (Ena E. Pletcher	Gertrude Ham	Nina Penrod
Grade Four	Mary E. Conley	Same	Alice B. Kelsey	Same	Katherine M. Leonard
Grade Three	Mary Coltrin	Same	Same	Floy E. Caley	Mildred Butler
Grade Two	Nina F. Collings	Same	Same	Same	Emma Favorite
Grade One	(Jeanette Thiebaud (Helen A. Tyner	Same	Helen A. Tyner	Elizabeth A. Mohler	Same

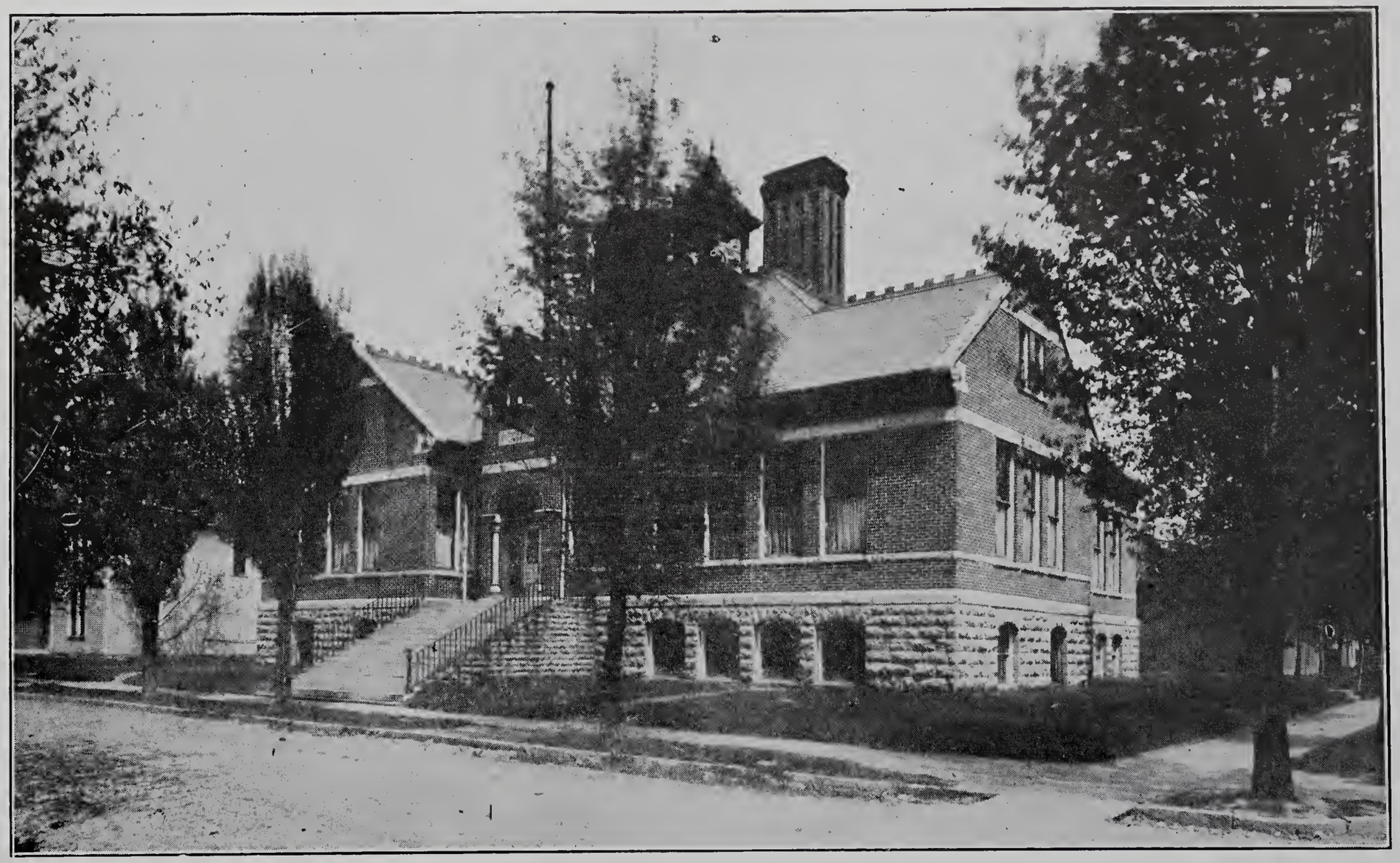
TEACHING FORCE, SEPTEMBER 1908 TO JUNE 1913 (Continued)

Allen Street School

	1908—09	1909—10	1910—11	1911—12	1912—13
Grade Four	Florence E. Foote	Same	Same	Mary Coltrin	Maude Ramsey
Grade Three	Harriet Swaim	L. Hettie Davis	Same	(Anna D. Cole (Nellie C. Millikin	Eleanor O'Connor
Grade Two	Margaret Campbell	Same	Same	Same	Same
Grade One	Elizabeth A. Mohler	Same	Same	Helen Tyner	Same

Janitors

	1908—09	1909—10	1910—11	1911—12	1912—13
Allen Street	Charles E. Farrar	Same	Same	James Brumbaugh	Same
Central	Henry O. Fisher	Same	Same	Same	Same
High School	James F. Kiser	Same	Same	Same	Same
State Street	Frank D. Hier	Same	Same	Same	Same
Tipton Street	Albert F. Lininger	Same	Same	Same	Same
William Street	Daniel S. Austin	Same	Same	Samuel E. Kennedy	Same



ALLEN STREET SCHOOL BUILDING

REPORT OF SUPERINTENDENT

To the Honorable Board of Education:

In accordance with your ruling, I submit herewith a report covering the five-year period ending July 31, 1912.

The purpose of this report is to interest the people of our own city with reference to our schools. The information given will form the proper basis for our citizens to appreciate the progress of our schools made during the past five years. It will also furnish the proper basis for further improvement and progress.

It is not the purpose to give in full detail the many things accomplished during this period, but the effort is to give those essential things which have been done, so that the public may have a few real facts at hand to assure them that the school revenue has been wisely expended and progress has been made along all lines.

The last report, which was published by the Board of Education, contained much historical matter of the schools. Because of that fact no effort has been made to report for a longer period than the past five years.

The statistical tables which are given are few in number and they have been made for the purpose of avoiding intricate puzzles. It is thought those here given will be striking vizualizations of comparable facts.

TABLE OF COMPARISONS FOR THE PAST TEN YEARS

ITEMS.	1903–4	1905	1906	1907	1908	1909	1910	1911	1912	1913
Enumeration	2746	2743	2658	2889	2837	2839	2796	2837	2716	2851
Enrollment, Total	1710	1633	1686	1706	1704	1674	1632	1628	1714	1800
Per cent of Enrollment, on Enumeration	62	61	63	59	60	59	58.4	57.4	63.1	63.1
Enrollment, High School	240	243	243	253	268	273	295	305	311	350
Average Daily Membership	1425	1395	1460	1426	1459	1452	1415	1403	1503	1547
Average Daily Attendance	1367	1333	1383	1363	1394	1399	1361	1351	1444	1480
Per Cent of Attendance	95.9	95.6	94.7	95.6	95.5	96.3	96.1	96.3	96	95.6
Cases of Tardiness in Grades	406	332	414	389	341	256	225	205	246	248
Cases of Tardiness in High School	85	106	139	244	303	288	149	87	101	261
Number of Corporal Punishments	261	190	109	72	61	69	61	21	19	15
Enrollment, Kindergarten	.....	.....	.....	.....	.....	.....	.....	.....	72	111

The preceding table shows a comparison for the past ten years. It gives the longest single view of facts with reference to our schools. A careful study of this table will show many things to prove the effectiveness of our schools. There has not been any marked change in the enumeration during the past ten years. During the same time however, the enrollment has increased; especially is this true of the last three years, where is noticed an increase of 172. This shows that the schools are getting more nearly the number of pupils that should attend.

The average daily membership has increased 152, and the average daily attendance has increased 150.

The steady growth of the High School during this time is gratifying. While the enumeration has practically remained the same the High School enrollment has increased 110. This proves the effectiveness of our High School. Our pupils are seeing the importance of the High School training.

Tardiness in the grades has gradually decreased; but the increase of tardiness in the High School during the past two years is a thing to be corrected. There were more cases of tardiness in the High School last year than in all the ward buildings put together.

Corporal punishments are gradually being abolished as the table shows.

The enrollment of the Kindergarten is not included in the total enrollment.

FINANCIAL REPORT

Classified and comparative statements of receipts and disbursements, by years, as made from various funds during the period from August 1st, 1908 to the close of July 31, 1913:

Tuition Fund

RECEIPTS	1908—9	1909—10	1910—11	1911—12	1912—13
Balance on hand Aug. 1	$18823 88	$19303 42	$20146 71	$18903 57	$20393 43
Distribution of taxes for January	15625 96	14873 35	15473 40	16635 94	17288 08
Distribution of Taxes for July	18852 95	19087 25	18879 28	20053 38	20635 87
Surplus Dog Fund	576 32	640 70	411 03	255 55	532 51
Transfers	540 47	1055 50	149 50	1209 50	1748 50
Interest on Deposits...	187 78	358 43	421 05	538 22	658 97
Transfers from Special School Fund	724 06	3501 40	2575 74	1860 72	1356 96
Totals	$55648 12	$58820 05	$58056 71	$59456 88	$62614 32
Disbursements for Teaching	36344 70	38673 34	39153 14	39063 45	41783 06
Balances July 31st.....	$19303 42	$20146 71	$18903 57	$20393 43	$20831 26

The increase in the amount of money which has been expended for instruction has been occasioned by increasing the number of teachers, and because of the minimum wage law.

Special Fund

Receipts

	1908—9	1909—10	1910—11	1911—12	1912—13
Balance on hand Aug. 1	$15722 38	$20855 14	$13698 75	$19076 16	$21807 68
Distribution of Taxes for December and June (Special)	23730 77	23786 11	24640 64	22271 14	23710 41
Distribution of Taxes for December and June (Library)	3355 14	4326 74	4775 11	4738 52	4882 22
Distribution of Taxes for December and June (Sinking Fund)	5825 30	3284 84	2875 93	3841 83	4885 30
June Kindergarten Tax	.....	.....	.....	499 37	978 09
Miscellaneous Items	1077 19	666 17	260 01	270 47	482 13
Totals	$49710 78	$52919 00	$46250 44	$50697 49	$56745 83
Disbursements	28855 64	39220 25	27174 28	31329 84	32832 02
Balances on hand July 31st	$20855 14	$13698 75	$19076 16	$19367 65	$22913 81

Disbursements

	1908—9	1909—10	1910—11	1911—12	1912—13
Permanent and Current Improvements	$ 3215 71	$11468 73	$ 2853 05	$ 5147 37	$ 5142 24
Supervision	2685 00	2760 00	2775 00	2550 00	2668 75
Payment of Bonds	7000 00	4000 00	2500 00	3000 00	3000 00
Payment of Interest	1865 00	1542 50	1370 00	1235 00	890 00
Pay of Janitors	2921 00	3186 75	3367 60	3802 50	3641 00
Library Expense	3701 70	4326 74	4775 11	4738 52	4565 31
Fuel and Light	2410 55	3350 13	2968 57	3134 76	3374 34
Otherwise expended	5056 68	8585 40	6564 95	7721 69	9550 38
Totals	$28855 64	$39220 25	$27174 28	$31329 84	$32832 02

Assessments and Tax Levies

Year.	Total Assessments	Mortgage Exemption	Net Taxables	Polls.
1908	$4437070 00	$180860 00	$4256210 00	1867
1909	4986020 00	183180 00	4802840 00	1772
1910	5135040 00	187390 00	4947650 00	1762
1911	5125250 00	196940 00	4928310 00	1724
1912	5214812 89	202620 00	5012192 89	1787

Tax Levies

Year	Tuition Fund	Special School Fund	Sinking Fund	Library Fund	Kinder-garten Fund	Total
1908	$.47	$.50	$.08	$.08	.....	$1.13
1909	.47	.50	.06	.10	.....	1.13
1910	.50	.47	.06	.10	.....	1.13
1911	.50	.47	.10	.10	.02	1.19
1912	.50	.50	.10	.10	.02	1.22

Statement of Bonded Indebtedness

1908—9	$26500
1909—10	24000
1910—11	21500
1911—12	18500
1912—13	15500

Due to the Fact that former Boards have arranged to have $10,000.00 to fall due in the year 1914 with the interest on same, compels the present Board to make the levy what it is.

PRESENT WORTH OF SCHOOL PROPERTY 1913

Name of Building.....	Building	Site	Equipment	
Allen Street	$ 14181 55	$ 2500 00	$ 896 00	
Central	14994 00	7000 00	2160 00	
High	33411 00	5000 00	4979 68	
State Street	15075 40	3000 00	1406 00	
Tipton Street	24861 25	4000 00	1516 00	
William Street	31634 30	7000 00	2325 00	
Total	$134157 50	$28500 00	$13282 68	$175940 18

INVESTIGATION OF THE STATE BOARD OF ACCOUNTS

During the month of last September two field examiners spent ten days in making a thorough examination of the finances of the Board of Education during the past four years. At the conclusion of the report of the State Board of Accounts is the following paragraph: "The records indicate that the School Boards, during the period covered by this examination, have administered the affairs in a business like manner and to the best interests of the School Corporation."

This gave the City School Board a clean record at that time. Since then special effort has been made by the present members to keep this reputation and confidence of the State Board of Accounts. By the plans of the present secretary, Z. T. Dungan, each member and the superintendent has in his possession duplicate copies of all proceedings acted upon by the Board. Each of them receives monthly a statement of balances of each fund along with an itemized statement of all receipts and expenditures. This has proved to be an excellent plan.

EIGHTH GRADE PUPILS ENTERING HIGH SCHOOLS

Number of Pupils who Finished the Eighth Grades

	Jan., 1909	May, 1909	Jan., 1910	May, 1910	Jan., 1911	May, 1911	Jan., 1912	May, 1912	Jan., 1913	May, 1913	Total
Central Building ...	15	15	12	16	10	16	16	24	12	22	158
Tipton Building	8	12	8	5	6	4	7	11	9	16	86
William Building ...	11	16	14	21	16	14	18	26	17	32	185
Totals	34	43	34	42	32	34	41	61	38	70	429

Number of these Pupils who Entered High School

	Jan., 1909	Sept., 1909	Jan., 1910	Sept., 1910	Jan., 1911	Sept., 1911	Jan., 1912	Sept., 1912	Jan., 1913	Sept., 1913	Total
From Central Building...	14	15	11	13	9	14	13	20	11	....	120
Tipton Building ...	8	12	8	5	6	4	6	9	9		67
William Building ..	9	16	14	17	16	13	18	23	15	....	141
Totals	31	43	33	35	31	31	37	52	35	....	328
Percentage entered High School	92.2	100	97	83.3	96.8	91.17	90.2	85.2	92.1	....	92

The above is an interesting table to study. It shows that ninety-two per cent of the Eighth Grade pupils, who finished the work of this grade, have entered High School during the past five years. Some of those who did not enter the High School have entered other schools. This proves that there is no marked gap between the grades and the High School.

There are reasons for this remarkable condition. One of them is that there are no demonstrations made at the con-

clusion of the grade work. Another is, the pupils are constantly urged by the departmental teachers to go into the High School work. Because of these as well as other reasons, the pupils do not feel there is a stopping place until they finish the High School work. Another gratifying fact that is noticeable is the increase of the sizes of the classes during the past two years. Especially is this true of the classes completing the grades at the close of the last term. It will remain to be seen how many of this class enter high school at the beginning of next term. This will be watched with much interest by the principals at the beginning of the term.

Graduating Classes of High School

	Girls	Boys	Total
1908—9	16	11	27
1909—10	21	11	32
1910—11	26	10	36
1911—12	35	13	48
1912—13	26	25	51
	124	70	194

The above table shows a steady growth in the number of graduates in the High School during the past five years. Almost twice as many completed the High School course last year as completed it five years ago.

An other remarkable fact is the number of boys compared to the number of girls in the last graduating class. We hope this condition will continue in years to come. The boys should number equally with the girls. There were enrolled in the High School last year 171 boys and 179 girls.

The fact that our High School has sent out nearly two hundred graduates during the past five years is a matter of not little importance. It is hoped that this will double in number during the next five years. With the interesting departments which have been added recently to the High School we have reason to believe that we shall not be disappointed.

The general tendency in American cities is to take only

one half of the pupils who enter, through the eighth grade, and only one-tenth of them through the High School. During the past year 171 pupils entered the first grade for the first time in our system of schools and 110 pupils completed the eighth grade, making 64.3 per cent. During the past year 119 pupils entered the High School and 51 pupils completed the course, making 42.9 per cent. Last year one-seventh of the entire High School enrollment graduated. This proves that the people of our city believe in the training of the youth as well as the efficiency of our schools.

MAY 1913

Progress Record of Pupils in Huntington Schools

	Allen Building	Central Building	State Building	Tipton Building	William Building	High Building	Total
4 years slower than normal	....	....	1	3	....	....	4
3½ " " " "	....	2	2	2	1	....	7
3 " " " "	....	6	8	11	4	....	29
2½ " " " "	....	16	....	9	2	1	28
2 " " " "	2	14	13	21	24	7	81
1½ " " " "	2	23	9	17	8	18	77
1 year " " "	8	31	19	52	41	30	181
½ " " " "	17	74	62	53	67	62	335
Normal Progress	93	134	90	130	183	141	771
½ year faster than normal	....	17	3	6	29	39	94
1 " " " "	3	3	1	1	7	5	20
1½ years faster than normal	....	....	....	....	1	....	1
2 " " " "	....	....	....	....	2	....	2
	125	320	208	305	369	303	1630

SUMMARY

Over-Age Pupils Classified by Cause—Grade Buildings

Grade	Number	Above Normal Age	Above Normal Age Because of		
			Late Entrance	Slow Progress	Slow Progress and Late Entrance
1	205	49	22	23	4
2	187	73	23	42	8
3	167	67	11	51	5
4	158	85	15	60	10
5	174	104	13	86	5
6	159	72	14	52	6
7	140	86	21	54	11
8	137	74	8	54	12
Totals	1327	610	127	422	61
Per cent	.....	46	9½	32	4½

The two tables on pages 27 and 28 are vital statistics and are given for the purpose of showing the patrons and teachers the actual progress records of the pupils of our schools during the month of May, 1913. These tables will serve in the future to show progress in dealing with the slow pupils.

It is a surprise to know that six hundred ten pupils out of one thousand three hundred twenty-seven enrolled during the month of May in the grades are slower, more or less, than normal. About ten per cent of these that are behind in their work is due to late entrance, while the others are physically disabled or careless about their work.

CENTRAL SCHOOL BUILDING

Here the patrons can greatly assist the teachers in eliminating this waste of time and expense.

This year it cost $24.11 per year per pupil to pay the current expenses of the schools in the grades. You see this repetition of work by so large a number of slow pupils has cost thousands of dollars. This doing work over, repeating and repeating, is not only very expensive and discouraging to the slow pupils, but it is a hindrance to the normal pupils. Special effort should be made on the part of all that are directly concerned to minimize repeaters.

It would be an impossibility to make a comparison of the past five years in this respect, but we are sure that by a united effort on the part of parents and teachers a decided improvement will be manifested in a short time.

Since we have medical inspection to detect physical hindrances to the progress of defective children, it is our plea that teachers should make their work as attractive and as interesting as they can, using coercion only when necessary, but when necessary, use it. Parents will be notified at the end of each period of three weeks when their children are not doing satisfactory work, asking them to co-operate in bringing about better results. We believe most of the failures are not due to dullness of the children, but to the unorganized home life. We believe that parents of these children will see this and join with the teachers in making the school work the main activity of the lives of their boys and girls.

We hope the time is not far away when the Board of Education may find it possible to employ a teacher whose duty will be to help the pupils who are behind unfortunately.

TEACHING FORCE

There are, at the present, sixty teachers employed in our system of schools. Each of them has been especially trained for the line of work which she is teaching. Most of them have been employed by the Huntington School Board for a number of years, and have proved themselves to be efficient and worthy in every respect.

A certain standard is set by the Board for all applicants who enter the system. This may be found in the Rules and Regulations. The purpose of this ruling is to secure well trained and capable teachers. As a result of this standard no more efficient corps of teachers can be found than that we now have in our schools.

Our teachers each contribute to a fund annually to bring to our city some of the leading educators and teachers of the country to instruct them in the great educational movements. This demonstrates their progressive desires in their chosen profession.

The men teachers of our schools are not using the teaching profession as a stepping stone into something they consider better. They are men who have made the teaching profession their life's work. They are giving every effort within their power to make of themselves the best teachers that is possible for them to be.

Practically all of our teachers are religious men and women who take an active part in the work of the different churches in our city. All right thinking people appreciate this fact.

The citizens of our city can well afford to be proud of their Public School teachers. Far greater than magnificent school buildings and excellent equipment are the services and personalities of a worthy corps of teachers.

MEASURING IN EDUCATION

In an age when principles of scientific management are being applied in so many different callings, it is quite natural that some of these principles should be applied in measuring results of teaching. The reports compiled by national, state, and local authorities show that the cost of education is steadily increasing. The people of America continue to show their deep faith in education as a means of developing more efficient democracy, and are manifesting that faith by making liberal appropriations for the maintenance of schools. As the cost increases, however, it becomes necessary to justify each added

outlay and this can best be done by showing that quantity of the product of our school system is increasing and the quality improving.

It is quite impossible to measure the value of the product of an educational plant with the same degree of exactness that the factory manager measures the quantity and quality of the product of his factory. The product of the factory is represented in material things, while the product of the school system is represented almost entirely in spiritual things. The results of teaching cannot be measured by applying the same rules and standards used to measure the quantity and quality of the material product. However, it is possible to measure educational efficiency by considering the progress of the pupils in the course of study and the attitude of pupils and parents toward the school system. If it is found that pupils are promoted with reasonable regularity and are so interested in the work that they are anxious to remain to the end of the school course, it is reasonable to conclude that the school system is giving the kind of education necessary to round out the lives of its pupils. If the parents are willing to make personal sacrifices in order to keep their children in school after these children have passed the limit of compulsory education, we are reasonably certain the schools are rendering good service. We are justified in assuming that a school system is more than ordinarily efficient if the percentage of its graduates, based on the number of entrants, is greater than the average percentage throughout the country.

PARENT-TEACHERS ASSOCIATION

The school needs the home, just as the home needs the school. Both are working for a common purpose, the training of the child. Never before was there such interest manifested in child training throughout the country by teachers and parents as there is at the present.

It has been a pleasure to the school people in our city to see the interest on the part of the parents in our schools. It

is a splendid indication and we hope it will grow in interest and in value.

We are all working as parents and teachers to make of the schools all that it is possible for them to become. It should not be turned over entirely to the teachers nor to the parents, but all, hand in hand, should give their best efforts to work out the great purposes of this institution.

KINDERGARTEN

Two years ago the Board started to install public kindergartens; one was established in a room in the High School building for children north of the river, and another was established in a room in the William Street building for the children on the south side of the river.

The results of two years' experience with this work have proved the value of it. All of the primary teachers have expressed their decision regarding the advantages which the pupils have received in the kindergarten work over those who have not had kindergarten training. It is believed that this training is going to assist greatly in preventing retarded pupils in the grades. It gives the pupils an excellent start which means much to them as they progress in the grades. This has proved itself in other places where the work has been carried on for many years.

The first year seventy-two pupils were enrolled in the kindergarten department and last year one hundred eleven were enrolled. A greater attendance is anticipated for the coming year than ever. This is an excellent record where the attendance is voluntary. All of this is evidence that the kindergartens have come to stay.

In a short time it will be necessary to provide other kindergartens in the city to accommodate all who call for and are entitled to this work.

PLAYGROUNDS

During the past five years a great deal of interest has been taken in the playground work. The Board has placed equipment on all the playgrounds and three of the grounds have

been covered recently with crushed stone. A layer of cinders was first placed and then two layers of crushed stone were placed upon the cinders, making it possible for the children to use the grounds soon after a rain. It also prevents the children's clothes and bodies from becoming soiled. Additional equipment will be purchased by the Board as rapidly as it is needed, and as it is possible to make the purchases.

Much care is being taken to prevent accidents as well as to have the playgrounds so controlled as to work out the great purposes of this training. Principals and teachers are working together on the playground work not only for the physical betterment of the children, but for the moral and social influences as well. A great work here lies before us and it is our duty and privilege to so manage the play grounds that they will appeal to the play instinct of the children and develop them through this means.

One fact the school officials appreciate, and we hope the parents and children do also, and this is, the playgrounds should not be used unless there is present some teacher or supervisor in charge. For this reason there are hours when the grounds are closed and certain hours when they are opened. Parents are requested to assist in carrying out these regulations.

EXHIBIT

At the close of the school year 1911-12 an exhibit of the work of the schools was made in the Court House. It was visited by six or seven thousand people who expressed themselves as being astonished at the excellent display. Parents do not visit the schools, while in session, as they should, hence the teachers and officers take this plan to show the public a part of the results of the year's efforts.

It is the intention again to hold an exhibit of the work of the coming year. There is one chief purpose in it, and that is to give the public a slight appreciation of what their children are doing in the schools. Much of the tax levy goes to support the schools, and the public should have some knowledge of the

results of the money spent. This is one way to demonstrate the work.

MANUAL TRAINING AND DOMESTIC SCIENCE

Manual training work has been taught for many years to the pupils of the grades of our schools. The pupils especially in the Sixth, Seventh and Eighth grades have been doing excellent work in this line. The boys, by the time they have completed the Eighth grade, are able to do good work. But this line of development has not been offered to them in the High School until last September. The School Board saw fit at that time to install this department.

Eighteen excellent benches, six wood lathes, a band saw, a universal saw, a planer, grindstone and all the necessary tools were purchased by the Board. This equipment is of the best that is manufactured and will last for many years. This year eighteen mechanical drawing desks of the best grade were purchased.

This gives this department good opportunities though they are limited for space. When a new building is constructed more extensive work can be done in this industrial movement.

This department has proven itself to be one of the most interesting and profitable branches in all of the course. It is giving to the mass of boys the kind of training that will be of material assistance to them when the school days are over. It is giving them an appreciation of the dignity of being a skillful producer to society. The great per cent of our boys will earn their living with their hands, hence the value of this training.

Furthermore, this department has been the means of holding boys in our High School, and they are receiving not only this useful training but they are receiving that training of the academic work which is so essential in appreciating the complete life which they should live.

Fewer boys have quit the High School during the past year than ever before; many boys have become interested in the school work that never manifested any interest before;

the question of discipline among our boys is greatly lessened; they are finding employment in industrial lines during vacations instead of idling away the summer; and, they are manifesting greater interest in our local industries. To all this, we believe, the industrial movement in our High School has contributed largely. While this has manifested itself in one year's time with this work in our High School, we may safely predict much greater results within the next few years.

By placing an assistant in this department, which has been provided for by the Board, more than twice as many boys may be accommodated this year than could be last year. Besides this, better opportunities for work are offered.

No department in our High School has been so popular as the Domestic Science department. Sewing has been taught a number of years in the grades, but just as it has been with the boys in the manual work, no advance work in this line was offered in the High School until last September.

Ten of the best domestic science tables for cooking were purchased. Gas stoves, a large gas range, a dining table, a refrigerator, cooking utensils, and all the other kitchen and dining equipments were provided. In fact, our kitchen is one of the best and most complete that any school system can boast of.

Besides this, five sewing machines, five sewing tables, and sufficient lockers were installed for the sewing teacher.

Immediately this department leaped into popularity so that by the middle of the year an assistant was employed to satisfy the calls of the girls and their parents. During the year one hundred and twenty-six girls were enrolled in these classes. High interest was continually manifested and we predict excellent work during the next few years.

The good and valuable results of this department, not only in our own city schools but throughout the schools of our country, are so evident that there is no need of argument for it being taught in the Public Schools.

The efficient home is one of the main pillars of society. It is the safe guard of our nation. To know the true science and practice of efficient home making is a most sacred training for our girls. This work, too, has held dozens of girls in the High School and as a result they have received training in the academic work which they never would have enjoyed.

Boys and girls in the grades are lured to the High School with these industrial opportunities. The High School enrollment under these conditions is sure to increase greatly. Therefore, it is hoped that more room may be obtained to make of this industrial work all that it is possible to reach.

It is not our purpose to overdo this work at the sacrifice of any other school work. But it should be our ambition to develop it in proportion to its value to human life. No one would want an industrial generation unless it was also cultural. It should be our desire to develop the whole child in all phases of his life.

EDUCATIONAL COMMITTEE

The Educational Committee of the City Commercial Association have been giving their hearty support to the work of the schools. They have been making one or two visits a year to see the school equipment, and they have not only expressed their approval of the work of the schools, but they have suggested improvements from time to time, which have been carried out by the Board. It is our desire that this committee will continue to assist the Board in making our school system the best that it is possible for it to become. The Board of Education needs the support of the business and professional men.

CONTINUATION SCHOOL

At the close of the regular school year of 1912-13 a six weeks' course in shop work and mechanical drawing was offered to the boys of the Grades or of the High School. The boys were to pay a tuition fee to pay the instructor as well as to pay for the material which they used. The Board offered the use of the shop and equipment free to them. The High School

boys were to receive credit on their regular course for the work and the time given to it. Enough boys immediately enrolled to form two classes; one class beginning at 7:30 A. M. and the other at 9:00 A. M. Two hours were spent each day by each class during the term of six weeks.

Greater interest was manifested by the boys in this work than during the regular day school work. The attendance was excellent and when time was lost by any one, he always asked to make up the time, and was permitted to do so.

There was no question of discipline. The boys were busily engaged in work in which they were thoroughly interested, and as a result, their conduct took proper care of itself.

Some of the boys during this summer term made all the screens for their doors and windows at home. Others made taborets, foot-rests, foot-stools, hall trees, bread boards, plate racks, lamp stands, crates and many other useful articles. The lathe work and the mechanical drawings were exceptionally well done.

We hope that at the end of next year's work the teachers of this continuation work may be paid for their work out of the public funds so that all boys may have an opportunity of taking the work. It is far better for the boys to use a part of the summer vacation in this way than for them to have nothing definite to do. The work is pleasant, interesting and profitable. They are occupied at this work but two hours in the morning during the six weeks of the three months vacation. The experiment has proved worth while, and we hope to have a large attendance in the continuation school next summer.

TEACHERS' MEETINGS

The school year is divided into two semesters, and each semester is divided into periods of six weeks each. During the week previous to the beginning of each of these periods the grade teachers meet in sectional meetings with the superintendent and supervisors to receive instructions for the coming six weeks. These meetings are helpful as they not only unify

the work somewhat, but they are inspirational in that they give the teachers a chance to help each other.

Besides these meetings, the principals often call their teachers together in their own buildings to discuss matters that pertain in a general way to the welfare of their own buildings. These meetings are encouraged for they are of special value.

The principals of the buildings meet in the superintendent's office each Friday evening after the schools close. They bring to the superintendent all reports of the past week and the requisitions for the coming week. In these meetings the general welfare of the entire system of schools is discussed. This is the superintendent's faculty meeting and all matters of importance are worked out here.

TRUANT OFFICER

The excellent work done by the truant officer, Mr. I. E. Fisher, is worthy of mention in this report. He is especially fitted for this work and takes much interest in it. His regular visits to the schools and his willing co-operation with the teachers make him appreciated by all.

Instead of using force, he first visits the home of truants and shows them the purpose of the truancy law. By his tact and ability with this method he usually succeeds in getting them to attend school regularly. Mr. Fisher is a man who appreciates the value of school training and with his kindly and firm nature he makes an excellent truant officer.

PHYSICAL TRAINING

Exercises must be taken in the fresh air as much as possible; windows opened; in the open corridors; or in the school yard. So far as possible, no recitation or study periods are taken without opportunity for exercise or play between them; and these exercises and plays are of a type to call into use the large muscles of the back and legs that have been tired and stretched by sitting.

Insist that movements be vigorously executed. There is

nothing better for the strengthening of the minds of the pupils than committing calesthenic exercises and performing them at memory's command. These exercises are enjoyed more when accompanied by music. Use breathing exercises frequently during these periods.

Interesting marches are not only enjoyed by the students, but they are of great value in many ways to them.

Make frequent use of the playground.

IMPROVEMENTS AND ADDITIONS

During the past five years the following improvements have been made:

Ventilating systems have been placed in the Central and High School buildings.

The third floor of the High School building has been made into recitation rooms.

Sanitary flush closet system has been established in the William Street building, taking the place of the Smead system of dry closets.

Two kindergarten rooms have been fully equipped.

The walls and ceilings of all buildings have been tinted and painted. The wood work and furniture have been varnished.

The desks have been cleaned, planed, and revarnished until they are in as good a condition as if they were new.

Last summer the Central and High School buildings were connected with the Huntington Light and Fuel Company's steam plant. One year's experience has proved satisfactory to the Board and the same plan will be followed during the coming year.

New cement steps have taken the place of the old stone steps at the High School building.

Domestic science and Manual Training rooms in the High School have been thoroughly equipped.

Sanitary drinking fountains, liquid soap dispensers, and paper towels have been placed in each building.

The Board has assisted the Parent-Teacher Association in buying pianos during the past year.

An adding machine and ten new typewriting machines have been added to the Commercial Room in the High School.

A stereopticon and five excellent microscopes have been added to the Science Department.

Playgrounds with equipment are being completed as rapidly as possible.

HEALTH SUPERVISION

In September,1912, the Board appointed a health supervisor to have charge of the health and physical development of the pupils. His duties extended not only to examination of pupils for physical defects, but also to look after the sanitary conditions, heating, ventilating and lighting in the various schools. His examinations showed that a large percentage of children enrolled are physically defective. These were not only found among the children of the poor, but among children of the wealthy as well; among children of intelligent parents as well as those who are less informed.

Of course the purpose is to secure the correction of defects when they are discovered. Many of our pupils have been treated and helped in this way. A few cases which we know have been treated and helped have proved to be worth all the cost of this department. But this is not the real end of health supervision. Prevention is far better than cure, so the emphasis should be placed on the educational rather than the medical side. We need to study causes of defects and then remove these causes, so far as we can. Parents, rich and poor, intelligent and ignorant, must be made to realize the effects of unventilated bedrooms, too much tea or coffee, the use of tobacco, out too late at nights, not enough exercise, too much of candies and other sweets. The parents should not resent the suggestion of the school physician regarding these things, for these things affect the pupil's development, impair his powers, and therefore react upon his school work. The health of the child is of too great importance for a parent or teacher to resent any honest effort to build it up.

This department is practically new in our schools, but it has proved itself of great value. Greater results are expected in the future as this department endeavors to work out its purposes.

The following is a report of the health supervisor to the Board of Education at the close of the first year's work in this department:

August 1, 1913.

"To the Board of Education:

Having fathered the idea of inspection in the Huntington Schools it is with no small degree of pardonable pride for me to make the first report of its workings since its inception. Looked at askance, viewed with suspicion, opposed my many, even its most ardent supporters in the face of all this, became somewhat skeptic, hesitant and doubtful of its value and ability to accomplish results sufficient to justify its continuance. We have had medical inspection for the past two years, and although still in its infancy, we have all come to regard it as a permanent feature of our school system, and although the inspection, owing to its novelty, has not been as thorough and systematic as we hope to make it, it has accomplished a great deal of good, so that even those who shook their heads have been forced to admit its great possibilities and have become its most ardent supporters.

Under the State Law, school inspection was made optional with the local school boards, which were authorized to pay for such services. There being no fund for such purpose in Huntington, the Huntington County Medical Society, through its committee, appeared before the School Board and offered the services of its members, without pay, to inaugurate and institute the first inspection under this statute. The Board accepted this offer and the work of inspecting was begun in the school year of 1911—1912. A new inspector was appointed each month. At once the value of the inspection was evident. However, this feature of a new official each month was open to serious objections. The possibilities of accomplishing great results were being endangered and the system might defeat itself. Therefore the School Board appointed a salaried inspector. Dr. R. S. Galbreath was the first incumbent of this office and with him began the regular and methodical inspection

of our schools and school children. That it has been productive of much good your school board will acknowledge. Upon the resignation of Dr. Galbreath, taking effect January 1, 1913, your board appointed the writer to fill the vacancy.

During the first weeks of the fall term Dr. Galbreath examined 1050 children in our schools. This examination consisted of sight and hearing tests, an inspection of throat and mouth and a broad general physical examination. Of the 1050 examined, 491 or 46.7 per cent were found defective. The ailments looked for were such that interfered with the child's development and were chiefly errors in vision, adenoids, enlarged tonsils, and poor teeth. It is of interest to note in passing, that four children were found to be blind in one eye. Of these four, two were not aware of their condition. Treatment soon restored the vision to both of these children and right here I wish to emphasize the importance of proper medical inspection. Of the 491 who were found defective in some way 84 or almost 17 per cent received treatment at the hands of the physicians and were benefitted thereby.

But, the chief aim of medical inspection is preventive. In this progressive age, parents have the right to demand that their children be properly housed during the school period. This means a sanitary and hygienic environment. To inspect and see that the environment of our school children, whether it be in the building, room, or the children themselves, is a sanitary one, is the chief aim of your medical advisor. The maintenance of a high standard of sanitary and hygienic surroundings for the growing school child is the great fundamental principle of school inspection. The detection of the mentally weak, the physically infirm or defective and the correction thereof is the final goal. Prevention, however, is the keynote of it all.

With this thought in mind the various buildings have been examined from time to time with and without the company of school officials. Certain recommendations have been offered and all have been carried out so far as money and time would permit. During the vacation period each building is being

carefully examined as it is being cleaned and it is gratifying to find that your Superintendent, Mr. J. M. Scudder, has been more than anxious to adopt suggestions and recommendations offered.

During the month of January 1913, fourteen children were sent to my office for examination. These were suspected of having mumps and whooping cough. These were kept under constant observation until the danger period of contagion had been passed.

On January 21 and 22, the entire High School was examined owing to a reported case of diphtheria in the first grade. This resulted in excluding eleven suspicious cases, who were sent home for treatment. It is of interest to note that we had no epidemic in our High School.

On January 24, I had a conference with Mr. Scudder and Mr. Hurd at the Central School Building with reference to the closets in the basement. A report was in circulation that the basement gave forth vile and offensive odors and that conditions were unsanitary. A careful examination failed to reveal any justification for such a report. I found that the automatic flushing was sufficient to take care of the excreta and that the draft of the Smead system was taking care of the ventilation. It is to be conceded, however, that during the rush period when fifty children are using the urinal almost at the same time, and are a little careless that a slight odor of urine will be present. This continues for but a few minutes several times each day. The system is good but not large enough to take care of a sudden increase within a very short period of time.

I recommended that the seats in the toilets of both male and female departments be replaced and that all have seat covers.

Also recommended that half way doors be built into each toilet cell. Both these recommendations were carried out.

In February, I visited Tipton Street School owing to the complaints of persistent coughing which was interfering with the discipline of the schoolroom. This was during the whooping cough period, and I sent home twenty suspected cases.

These were all kept under observation and gradually returned to school as the children were getting rid of the cough. While making my visit here I was struck with the fact that a number of pupils were entirely too filthy to be permitted to attend school. Repeated warnings to parents have been of no avail. It appears to me that to protect the other children, the school board should be empowered to have these children washed at the public expense if the parents refuse to do so. These children are disease breeders and should not be permitted to come in contact with other children.

William Street School was visited and was found to be in good condition.

State Street School was visited but as this building has a problem in itself and as the school term was getting short no steps were taken in several matters relating to this school. The question of a sewer should come up early for proper solution.

A suggestion that I would like to make to your board is the compulsory examination of school teachers as well as pupils. This should be undertaken primarily to exclude tuberculosis or any contractable disease. A teacher with poor hearing and of a neurotic temperament has no useful place in the school room.

During the rest of the school term children were constantly referred for examination. Altogether I made seventy-one examinations in my office.

As stated before I expect to visit and am doing so now every school building during the vacation period as it is in the process of being cleaned and put in shape for the next school year. A complete follow up system is being worked out to see and estimate the amount of work accomplished.

In conclusion I want to thank all the members of the board and the Superintendent for the many suggestions and kindly assistance they have extended to me.

Yours respectfully,

M. H. KREBS."

REPORT OF THE LIBRARIAN OF THE CITY FREE LIBRARY COVERING THE PERIOD OF THE PAST FIVE YEARS.

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First Assistant.....Priscilla J. McArthur
Second Assistant.....Katherine Hartman

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Mrs. A. C. Abbott
Mrs. Charles McGrew
Mr. E. E. Woolery
Mr. F. S. Bash
Mr. Curtis Merriman
Mr. Crawford Hathaway
Mr. Peter Martin

CUSTODIAN

Henry O. Fisher

Ten years ago, when the Carnegie Library building was opened to the public for the first time, very few persons gave a thought to the changes and improvements which might take place. The building was supposed to be adequate for an indefinite period of years. Everyone was so happy in the contemplation of a new home for the books, that the questions of dimensions, floor space, wall space, etc., in connection with the future, were overlooked.

But the years have sped, and the Library has increased

at such a rapid rate, that five years ago we were compelled to begin the work of addition and improvement.

In 1909 the wooden magazine rack in the General Reading Room was torn down and shelving was built along the wall space formerly taken up by the magazine rack. Two new racks of Art Metal were purchased to hold the current periodicals and magazines, these racks occupying floor space, thus giving more room for wall shelving.

In 1910, the growth of the Library demanding it, five new metal stacks were purchased, and set up in the study just back of the General Reading Room. These stacks were built to accommodate the increasing volumes of bound magazines, which are valuable for reference work. At this time, an Art Metal newspaper case was also installed on the second floor, to hold the bound files of the New York, Chicago, Indianapolis, and Huntington daily newspapers.

During the years of 1911-1912, a large number of valuable books were donated to the Library, which, with the addition of those purchased, taxed the shelving capacity of the Carnegie Library, as it now stands, to its fullest extent. The Library Board held several meetings and discussed carefully, with a view to the future, plans to enlarge the shelving capacity, in the most reasonable way, using the money to the best advantage. As a result of their careful consideration the City Free Library will have before many months, a second story balcony of Art Metal, with a mezzanine floor, stacks uniform with those on the first floor, having a shelving capacity of fifteen or eighteen thousand volumes.

The Library now contains 25,000 volumes, including the Government documents on the basement floor. During the year which closed July 31, 1913, nearly 2500 volumes were added to the Library. By purchase, 1585 were acquired; 635 volumes were donated by individuals and 232 by the Government. Among the personal donations of the past year or two, the ones of Mrs. B. H. B. Grayston and Mr. A. C. Beeson of this city were of the most value. Mrs. Grayston donated the

entire library belonging to her father, the late Judge Slack. This included his Law Library of several hundred volumes. Mr. Beeson donated over a hundred bound volumes of the Scientific American and Supplement. The Library also received from Mr. and Mrs. Barnhart of this city a set of Encyclopedias and Year Books numbering 26 volumes. These were given to the Railroad Room. Many other donations consisting of a

CITY FREE LIBRARY BUILDING

smaller number of books were received from Huntington citizens, given with just as great interest and just as freely, as the larger donations.

The total number of books added during the past five years amounts to 8002. Of this number, 5612 were purchased; 862 were donated; and 1528 loaned by the Government. Of the total number of books in the Library, 1161 were withdrawn from the shelves during the five years and discarded, being too badly worn to circulate longer.

The circulation for the past five years stands as follows: 37325—33034—33583—37099—38503. This means a circulation of nearly 180,000 volumes in five years, an increase of 25,000 over the previous five years.

Huntington, being a city of industries, has as a consequence, a rather changing population, so that the number of readers the Library has, does not vary greatly. New membership cards are given out constantly, but owing to the changing population, the number of cards issued is not so great, although the patrons are new each year. The membership cards issued during the past five years aggregate 7154, an increase of 440 over the previous five years. But these cards all show an active use of the Library. In the Year 1908-09 1474 cards were issued; in 1909-1910, 1219; in 1910-1911, 1372; in 1911-1912, 1549; and in the year just closed, 1540.

One of the most interesting features of the City Free Library work, is the work with the school children of Huntington. The children are proud of their special room at the Library, and respond so readily to every little effort put forth to interest them. The Superintendent of the schools, the City Teachers and the Librarians, feel that home reading is one of the very best things in the better development of the child. By home reading we mean books that do not pertain directly to school work, but may still be along lines that form a connection with their school work. We prefer the Home Reading Books to be books to enlighten the child's mind regarding the vast number of things in the outside world, which are not and cannot be told in his school books. This course of reading should make him broader minded, give him pleasure in reading, and should also be instructive. With this object in view, Home Reading Lists, compiled by the City Teachers have been sent for two or three years into the home of each school child in the city. The children have received encouragement and been given credit for all such reading. And the circulation from the children's department of the Library, for the past five years, shows an increase of 11,635, over the previous five years. The Teachers and the Librarians are earnestly striv-

ing to make better citizens of the little children, and it is sincerely hoped that every parent in the city will uphold this effort, and encourage his children to use the advantages offered.

In February of 1913, the Carnegie Library celebrated the 10th anniversary of its existence in the new building. Open House was held all day and evening and more than two thousand persons visited the Library and received a souvenir booklet of the occasion. In the evening the High School Orchestra, under the direction of Mr. Swihart, played to hundreds of people who packed the Library from entrance to the stack room.

Two years ago a movement was started to open up a Reading Room for the Railroad men and Mechanics of the city. The Library Board gave permission to use a large room on the basement floor. Two large reading tables were purchased, the floor was covered with cork carpet, and all books relating to mechanics, railways, shop work, electricity, were placed down in this room for the use of the men of the city. The higher officials of the Erie Railroad took a great interest in this project, and to their influence we are indebted for many of the useful and ornamental features of the room. Many beautiful pictures and instructive maps adorn the walls and a working model of the Baker outside valve gear engine, was very kindly donated by the Erie Headquarters in the East. Firemen and Engineers and shop men may study in this room free from interruption or the passing to and fro of the regular Library patrons.

Plans are under way for the establishment of a substation at the State Street School House. Shelves are being placed in a well lighted unused room, for the use of the State Street School children and their parents. These books will be changed every four weeks, thus giving a new selection to choose from.

Two years ago, the Rules and Regulations of the Library were thoroughly revised and brought up to date in accordance with the most modern, improved forms. As a result, the

Library is now running on a smooth basis, giving to the public the best of service and to the Staff, the easiest, most helpful working conditions.

A year ago, according to the instructions of the State Board of Accountants, the funds of the Library were removed from the control of the Library Board and placed in the hands of the School Board. The Library Board signs approval for all bills, which are then turned over to the School Board for payment. This does away with the office of Treasurer for the Library Board, leaving simply a Chairman, Vice-Chairman, and Secretary, with sub-committees.

The Library Staff is hoping for the most successful year of its existence. We want to work side by side with the Schools, Factories, Churches, Railroad men, the Business firms, the Home Keeper, and all other citizens of Huntington. We have their interests at heart. We are very willing.

Respectfully submitted,

WINIFRED F. TICER, Librarian.

REPORT OF HIGH SCHOOL PRINCIPAL

To the Superintendent:

In this report, I wish to point out as definitely as possible the principles that under the present High School administration, have controlled the school work. The school officials, the parent, the teachers, and the pupils should be familiar with the purpose of the High School.

Many changes in policy and in method have been made during the past two years because of the increased demands made on the High School. A school cannot be stationary. It must be flexible enough to meet the needs arising from a changing environment. This means that the work and purpose of the High School will not be to-morrow what it is to-day and further changes will necessarily follow.

In general, the purpose of the present administration has been to train the majority of High School students for the life they are expecting to live immediately after graduation and, in so far as possible, to meet the needs of the minority who expect to make further effort to prepare themselves for their life work. We maintain that the interest of the majority has too often in the past been sacrificed for a wrongly interpreted need of a minority.

Our classification has not been made carelessly or hastily. By a careful count, we find that of the six hundred and sixty-seven students who have graduated from the Huntington High School, ninety-seven have entered a higher institution of learning. (This ninety-seven includes sixty-eight who became teachers, many of whom were in a normal from twelve to thirty-six weeks.) The remaining five hundred and seventy entered at once upon their life's career. Furthermore, by a questionnaire given to one hundred twenty-one sophomores, juniors, and seniors, we found that three boys and ten girls (ten per cent of all) had expressed a determination to go to

college after graduation. The other ninety per cent had either no definite plans for the future or expected to enter at once some vocation. Of twenty-nine who stated a choice of vocation, only four expected to enter work for which a college preparatory high school course would be necessary.

Another fact is worth noting. Of the six hundred and sixty seven graduating from the High School, forty one graduated from the Commercial Department. Of this number, thirty-one (seventy-five per cent.) began work after graduation in which they directly used the training received in the Commercial Department. The other six hundred and twenty-six graduates pursued a college preparatory course, and only ninety-seven (fifteen per cent) entered activities in which their training was directly applicable.

This means that the High School is the peoples' college. Always in the past, the work of the secondary school has been planned to prepare the student for college. This arrangement has been defended on the ground that by holding the college ideal before young people, many will be influenced to advance to higher institutions of learning. Well as this may seem to be, conditions in Huntington show that the plan does not work. The reports of the United States Commissioner of Education show a similar situation everywhere. Whatever may be said in favor of a college education, the fact remains that ninety per cent of our students receive no schooling beyond the high school. This means that every hour in the four years' course should count. In arranging a course of study and in planning lessons, one question should be foremost, "What is this worth to the student?" This question has determined our present course of study and given direction to the classification of subjects.

We believe that there are a few subjects sufficiently general in application to justify their mastery by all. The other subjects are specific in their value and purpose and should be followed only by the student having a definite aim depending upon such subjects. The former we require; the latter are elective.

Since all are not agreed as to the proper classification of these subjects, it falls to the lot of successive administrators to co-operate with all concerned, the parent, teacher, and pupil, in ascertaining the value of each subject. Thus far in our school work a few subjects have been considered significant to all. Time may change this view. Indeed it is now being questioned whether or not some form of Applied Science or a re-organized course would not be of more worth to all than either Algebra or Geometry. Whenever the administrator, the teacher, and the pupil acquire the habit of asking, "What is this worth?" many changes are sure to follow.

Besides the changes made in the course of study, there is another innovation sufficiently fundamental to warrant its mention in this report. We believe that there is much to be gained outside of text books. The mastery of the text-book is not our highest aim. We are more concerned in leading the pupil to acquire the proper habits of study, and the ability to think clearly and to a purpose. Thoroughness in any subject as **an end** is not worth the time given to it. The subject is only **a means** to an end. And this end may be briefly stated as efficient citizenship. The test should not be, "What do you know?" but "What can you do?" The student should be able to meet a new situation successfully. And he can do this if he has the ability to think and the willingness to do. In short, we have attempted to train (not simply to teach) the student to control his own acts, to judge fairly the acts of others, and to contribute something for the good of all.

E. O. MAPLE, Principal.

STATE STREET SCHOOL BUILDING

TIME ALLOTMENTS OF STUDIES

Minutes per Week in Both Sections

Grades	1	2	3	4	5	6	7	8
Opening Exercises	50	50	50	50	50	50	50	50
Reading and Phonics	500	450	400	300	250	225	225	225
Language	75	90	150	175	200	225	225	225
Spelling	75	100	120	120	100	60	60	60
Writing	120	100	90	90	90	60	60	60
Arithmetic	....	100	150	225	225	225	225	225
Geography and Nature Study	50	50	75	125	150	225	225	....
Physiology	....	....	....	....	100	....	....	225
History	40	50	60	75	90	225	225	225
Music	75	75	75	75	75	60	60	60
Art	75	75	75	75	75	60	60	60
Manual Training	75	75	75	75	75	)		
Domestic Science	....	....	....	....	....	)125	125	125
Physical Exercises	120	120	100	100	100	100	100	100
Unassigned Time	45	40	30	40	45	35	35	35
Totals	1300	1375	1450	1525	1625	1675	1675	1675

THE COURSE OF STUDY

We believe that our corps of teachers has had sufficient training and experience to suggest a revised course of study. This being true, the work was carefully allotted among the different teachers, and during the past term much time has been spent in working out this course. Most of it has come from the fruitful experience of our teachers, while we have had access to the best courses used in our country. The teachers have kept in mind continually the Indiana State Course of study, for they believe that there is a necessity for a certain degree of uniformity in all of our state schools. They have appreciated our state course and have tried to adapt it to our local needs.

This course is intended to emphasize certain important principles, leaving to each teacher the privilege of exercising her own initiative powers and common sense in producing effective results.

As all of us have planned this course, we will be free to alter or add to any part of it during the time it is to be used.

THE KINDERGARTEN

The aim of the Kindergarten is the fullest development of the "whole child"; conditioned and determined by his growing powers and social conditions. It stands for organized play, which develops the social graces, fosters school virtues, and does much good in all the other phases of child development.

The kindergarten training touches upon all beginnings of the child's life, laying the foundation for that which makes for good citizenship in later life.

During these earlier years, nurture and training are of necessary value. Mere knowledge getting should not be all in a course of study, but the development of the child's powers so that he may be of the greatest worth to society is our whole aim.

The Kindergarten follows a regular plan of work, based on a scientific study of the child as he develops naturally. The songs, games, stories, pictures, rhythms and hand work are all carefully chosen in accordance with this plan and this underlying thought runs through the entire work.

The Kindergarten aims to develop in the child the right feelings and relationship towards the life about him.

The Kindergarten has earned a permanent place in the school system of our city. The general course suggested here will be found of interest to other teachers and to parents.

OUTLINE OF SUBJECTS

Social Training.

Through co-operative work and play, songs, stories, and conversation, emphasize character building, and the forming of right habits of feeling, thinking, and doing in all the child's relationships with his fellows. The most potent factor in social training is the personality of the teacher.

Nature Study.

Let this study center about the child's nature interests, cultivating a right attitude toward all life in nature, training in habits of kindness toward all living creatures and thoughtful care of plant life.

Language Training.

Through conversation, songs, stories, poems, and pictures, develop power of ready expression in correct language, and cultivate good taste for literature.

Games.

Representative games, fostering social qualities, and developing power of dramatic expression. Games of testing skill, quickening power to think and to do. Sense games and other drills lead to the first steps in Reading, Writing and Number work.

Music and Rhythmical Exercises.

Songs and musical exercises, developing ability to sing, and training in appreciation of the beautiful in musical expression.

Constructive Work.

Develop the creative power in building and design work, to lead him to feel the relationship of parts to the whole, and to help him to gain ideas of number, form and relative size. The so-called destructive tendency will be changed into purposeful, constructive habits. The muscular control and skill resulting from the hand work gives him a larger power and an easier start in regular school work.

The habits of attention, concentration, self-control and expression learned in Kindergarten are of great value in beginning formal school life.

READING

Reading is not only the basic subject of the curriculum, but also one of the chief sources of knowledge, power, usefulness, and happiness in life. It is the key that unlocks all the doors of knowledge. Therefore, to teach the youth to read fluently and understandingly, there is hope that he will ever advance more and more into the abundant life.

A great responsibility here rests upon the primary teachers. If this subject is to be the valuable aid which it should be, it must have its foundation laid broad and deep.

Many methods have been suggested and tested. We have found that the Aldine Method is one of the best. It seems to be a collection of all of the best of previous methods. However, each primary teacher must be her own best method, ever remembering that the constant progress of her pupils in the power to read the printed page is the test of her success. Lower grade teachers should frequently read to the children to arouse their ambition. Children should feel the joy that will be theirs when they can read for themselves.

Encourage home reading after the pupil begins to read understandingly. Give them credit for this. The Reading Habit is a most excellent one. Permit each child to have a good book (one he likes) in his desk to use during the study period after he has finished the required assignment.

The use of the dictionary as a part of the reading lesson

should be taught in the fifth grade, and the children should use it in all the upper grades. Encourage the children, however, to get the meaning from the context whenever they can.

Read carefully the introductory remarks to the subject of reading in the State Manual.

GRADE ONE

Section One

Present the Aldine Method of Reading. Use Stories, Pictures, Rhyme Cards, Chart, Word Cards, and Phonic Cards.

Read: Aldine Primer; Ward's Additional Primer, First Half; Lessons from Holton Primer. First lesson presented in script from the blackboard. Take up print as soon as possible. Consult the Aldine Manual.

Strive for distinct articulation, clear enunciation, pleasant voice and natural expression of the thought in text. To secure these results,—Drill in Phonics, in expression of the thought in Stories and Pictures in child's own vocabulary, and in Dramatizations of the Stories and Rhymes.

Section Two

Continue work as outlined for One-one Section. Rhymes in Reader committed for vocabulary.

Read: Aldine First Reader; Howe Primer; Holton Primer; Ward's Additional Primer, last half.

WORD STUDY AND PHONICS

GRADE ONE

Section One

Begin with use of consonant cards, and other forms of drill till pupils recognize instantly the sound of any consonant, also its name. Present these consonants in script and prints, in capitals and small letters.

Combination sounds,—th, sh, wh, ch, qu.

Endings,—s, ing, er, ed.

Use of capitals: I. O. Form of names, pupil's name, teacher's name.

Consult Manual, pages 22, 24, 126.

Section Two.

Drill on Phonics from Chart.

Review of Consonant forms.

Teach fifty-six family endings.

Oral and written spelling of words on Rhyme Cards.

Use of capitals, hyphens and apostrophes. Name them in oral work.

Spell pupil's name, teacher's name, Huntington, Indiana.

Pronounce syllables in oral spelling.

GRADE TWO

Section One

Aldine Second Reader, first half; Howe First Reader; Cyr's First Reader; Arnold and Gilbert's Stepping Stones, Book I.; Ward's Additional First Reader; Horace Mann's First Reader; Dramatic Reader.

Section Two

Aldine Second Reader, last half; Howe's Second Reader, Part I; Stepping Stones, Book II. to page eighty-four; Ward's Additional First Reader; Horace Mann's First Reader; Dramatic Reader.

Consult the Aldine Manual as basic plan in presentation of work. Phonic drills to secure distinct articulation, and clear enunciation. Work for natural expression of thought in text. Select the easier lessons for beginning. Try to have the mechanical difficulties out of the way before attempting to read.

WORD STUDY AND PHONICS

Sections One and Two

Begin at the fifty-seventh family ending and finish as outlined in Manual. Present this work in lists on board or from chart. Teach the alphabet in order.

Spelling

Oral and written spelling of words selected from other lessons. Choose the most necessary and most used words in the vocabulary of pupil's work.

Name in oral spelling, and indicate in writing,—Capitals, hyphens, and apostrophes.

Each pupil should spell his own name, the teacher's name, name of city and state, days of week, and names of months.

Indicate syllables in oral spelling in one of these ways, by slight pauses, by pronunciation of syllables, by repronunciation of syllables.

GRADE THREE

The aim of this work is to teach the child how to read by doing much reading.

The teacher should thoroughly familiarize herself with the Aldine Manual and use the same as a basis for work. Especially note pages 201 and 212 of the Manual.

Attention should be given to the expression, although the thought side should not be neglected. Children must comprehend the thought before they can express the same understandingly. The printed page contains many pictures, and the child must see them before he gets the thought from the printed page.

Home reading should be encouraged by furnishing or suggesting lists of books that will interest and appeal to the child.

Dramatize simple stories frequently.

Sight reading should be frequently assigned. Use the Silver-Burdett Reader or some simple Supplementary Reader for this work.

Correct halting or careless reading. The pupil should be given time to go over the paragraph silently before attempting it aloud.

Do not have a child read to the backs of the class. If he is in front of class, the listeners will more easily get the thought through the ear.

Occasionally allow the pupil to read to the class from a book he has read at his seat. Sometimes he should be asked to tell the story he has read.

Study the remarks under the third year reading in the State Manual, pages ten to eleven.

Section One

Aldine Third Reader, first half.

Howe Second Reader, latter half.

Rational Method in Reading, Second Reader, Part I.

Arnold and Gilbert's Stepping Stones to Literature. Book II., latter half.

Silver-Burdett Reader, Book II., latter half.

Jones's Reader, Book II., latter half.

Memory Selections

Twenty-Third Psalm—David.

Which Loved Mother Best—Joy Allison.

My Shadow—R. L. Stevenson.

Suppose—Phoebe Cary.

A Boy's Song—James Hogg.

There Little Girl Don't Cry—Riley.

Section Two

Aldine Third Reader, latter half.

Howe Third Reader, first third.

Rational Method in Reading, Second Reader, Part II.

Arnold and Gilbert's Stepping Stones to Literature, Book III., first third.

Silver—Burdett Reader, Book III., first half.

Jones's Reader, Book III., first half.

Other Supplementary Books that are added.

Memory Selections

A Life Lesson—Riley.

The Arrow and the Song—Longfellow.

The Night Wind—Field.

The Little Seed—Kate L. Brown.

Pippa Passes—Browning.

GRADE FOUR

In this grade the child should get away from the idea that Reading means a certain period of the day set apart when he reads aloud from a book called a Reader.

He should be made to see that the larger part of his school work is obtained through Reading and that it is the medium he will use to the greatest extent during the whole of his life in obtaining knowledge of various kinds.

For this purpose he must learn to concentrate his thoughts on what he is reading; and, in the mechanical side, to train his eye to travel quickly and accurately.

Silent reading, where the teacher reads with the pupils, is a good means to watch and assist pupils in their efforts at concentration. The attitude of the pupil during this work is a very good indication of how much thought he is giving to the material being read. The teacher may also test the pupil's work and at the same time guide him by means of questions and suggestions. For silent reading, books other than the Readers are good to use.

In training the eye to travel quickly it is well to let the class observe some children reading orally and notice the movement of the eyes. Sentences put on the board and covered until ready for use may be shown for an instant, one at a time, to see how quickly some children get all that is shown. This stimulates the slower children to make an effort to improve and keep up with the children whose eyes move more quickly.

In helping the children to get this broader notion of Reading, the teacher should encourage the children to read newspapers, magazine articles and any periodicals that so many, many times contain material relative to Geography, History and other subjects discussed in school work. In this connection to stimulate the interest of the children, a small bulletin board may be kept on which the children may place the current events and other material found and brought to school.

Again let children read to the class short stories, approved by the teacher, or a part of a library book, sufficient to awaken the interest of the other children.

All the memorizing possible outside of the prescribed poems should be done. Let the children have records of poems learned, and encourage them to learn and recite for the chil-

dren, poems that they like. Memorizing should be by rote, the children memorizing a thought rather than a line at a time.

Dramatizing should receive attention, the results obtained to be naturalness rather than dramatic effects.

Fables and fairy stories, their nature and purpose should be understood clearly.

Section One

The Rational Reader to Page eighty-three.

Howe Third Reader, pages eighty-two to one hundred fifty-two.

Cyr's Reader, pages eighty-seven to one hundred seventy-two.

Arnold and Gilbert's Stepping Stones to Literature, pages eighty-one to one hundred sixty.

Silver—Burdett Reader, pages eighty-two to one hundred sixty-three.

Graded Literature, page one hundred twelve.

Section Two

The Rational Reader, pages eighty-three to one hundred seventy-four.

Howe Third Reader, pages one hundred fifty-two to two hundred forty-eight.

Cyr's Reader, pages one hundred seventy-two to two hundred sixty.

Arnold and Gilbert's Stepping Stones to Literature, pages one hundred sixty to two hundred twenty-two.

Silver-Burdett Reader, pages one hundred sixty-three to two hundred thirty-two.

Graded Literature, pages one hundred twelve to two hundred twenty-six.

In this section the selections should be classified by authors. Each author's work may be taken up including not only the selections on the pages covered by the upper section, but likewise any used in the Three-Two or Four-One sections.

Books from the Library by these authors may be obtained

and selections memorized by the children in case of poetry selections, or read to the class in case of prose.

After an author is finished a period or so may be given to a little program devoted to his life and works.

Selections in the book not classified under the authors suitable for study may be read in the season to which they are appropriate.

An individual poem should be memorized each term.

Psalm I. should be memorized by both sections.

Poems to be Memorized.

Season Poems:

Autumn—The Corn Song—Whittier.
September—Helen Hunt Jackson.
Winter—The First Snowfall—Lowell.
Winter—Tennyson.
Spring—The Song Sparrow—VanDyke.
Pippa Passes—Browning.
Daffodils—Wordsworth.

Other Poems:

The Children's Hour—Longfellow.
Little Boy Blue—Field.
Out to Old Aunt Mary's—Riley.
The Prayer Perfect—Riley.
The Fountain—Lowell.
Daybreak—Shelley.

GRADE FIVE

In the fifth grade the pupils have mastered to some extent the mechanics of learning to read. But drills in oral reading should be continued, giving much attention to enunciation, emphasis and expression.

The lessons that appeal to the child should be re-read and studied with care.

Pupils should be impressed with the importance of silent reading for the purpose of getting the thought.

In this and following grades they should be urged and

trained to make frequent use of the dictionary when in doubt as to the pronunciation or meaning of a word.

Pupils should be required to make constant use of the Grade Library and the Children's Department of the City Free Library.

Several good selections should be memorized. Pupils may very properly do considerable supplementary reading.

Section One

Longfellow's Song of Hiawatha, Part I.
Howe Fourth Reader, first half.

Section Two

Longfellow's Song of Hiawatha, Part II.
Howe Fourth Reader, second half.

Memory Work

Review Psalms I. and XXIII. as studied in Grades Three and Four.

Selections from Hiawatha. Variety is gained by having the pupil memorize the lines which appeal most to him.

Poems

Nobility—Alice Cary.
Abou Ben Adhem—Leigh Hunt.
Death of the Flowers—William C. Bryant.
Psalm of Life—Henry W. Longfellow.
November—Helen H. Jackson.
The Days Gone By—James W. Riley.

GRADE SIX

Section One

While thought getting becomes more and more prominent, careful attention to correct oral expression should be given. Faulty enunciation and indistinct articulation should be improved by frequent use of suitable drill exercises.

Read carefully the remarks in the outline of the sixth grade in the State Manual, pages twelve and thirteen.

Text Book, The Howe Fifth Reader, first part.

If time permits, read any other appropriate selections.
Encourage home reading.

Selections to be Memorized

To-day—Carlyle.
A Psalm of Life—Longfellow.
Thirteenth Chapter of First Corinthians.
Honest Poverty—Burns.
The Rainy Day—Longfellow.

Section Two

Text Book, The Howe Fifth Reader, second part.
If time permits, read other appropriate selections.
Encourage home reading.

Selections to be Memorized

O Captain, My Captain—Whitman.
Daffodils—Wordsworth.
The Chambered Nautilus—Holmes.
Breathes There a Man—Scott.
True Worth—Alice Cary.

GRADE SEVEN

Section One

Same methods and purposes as in sixth grade. Call attention to beauties of thought and expression. Help pupils to enjoy their reading work. Direct the reading outside of school into proper channels.

Text Books:

Christmas Carol.
Old Testament Stories.
If time permits, read any other appropriate selections.

Selections to be Memorized

Quotations from the Christmas Carol.
Selections from Old Testament Stories.
The Builders—Longfellow.
Star Spangled Banner—Key.
Crossing the Bar—Tennyson.

Section Two

Text Books:

Courtship of Miles Standish.
Tales of the White Hills.
If time permits, read any other appropriate selections.

Selections to be Memorized

Selections from Courtship of Miles Standish.
Selections from Great Stone Face.
The First Snowfall—Lowell.
Battle Hymn of the Republic—Julia Ward Howe.

GRADE EIGHT

Section One

The aim, as in the other grades, is correct interpretation of the thought, followed by a suitable oral expression of it, both so taught as to cultivate a love for good literature.

Text Books:

Snow-Bound—Whittier.
Evangeline—Longfellow.

Supplementary Reading:

A brief survey of five English and ten American authors is suggested. The biography and one or two selections from writings of each.

American:

Bryant—Planting of the Apple Tree. Bobolink.
Whittier—Selections in the adopted text.
Longfellow—Children's Hour. Hanging of the Crane.
Paul Revere's Ride.
Holmes—Grandmother's Story of Bunker Hill.
One Hoss Shay. The Spectre Pig.
Lowell—Selections used in text.
Hawthorne—Selections used in text.
Irving—Rip Van Winkle. Sleepy Hollow.
Cooper—Selections from the Spy.
H. B. Stowe—Selections from Uncle Tom's Cabin.

English:

Tennyson—Passing of Arthur. Locksley Hall.
Enoch Arden. Sir Galahad.
Wordsworth—We are Seven. To the Cuckoo.
Burns—To a Mountain Daisy. Honest Poverty.
Scott—Selections from Ivanhoe. The Lady of the Lake.
Lamb—Tales of Shakespeare's Plays.

Selections to be Memorized

Selections from Evangeline.
Selections from Snow-Bound.
Barefoot Boy.
Lincoln's Gettysburg Speech.
Thanatopsis—Bryant.

Section Two

Text Books:

The Vision of Sir Launfal—Lowell.
The Merchant of Venice—Shakespeare.

Supplementary Reading:

Study what is not used in the first section.

Selections to be Memorized

Quotations from Merchant of Venice.
Quotations from the Vision of Sir Launfal.
Selected thoughts from other short poems in the text, The Vision of Sir Launfal.

LANGUAGE AND GRAMMAR

The introductory remarks to this subject in the State Manual are important and should be studied.

The ultimate purpose of all language work is correct and effective expression. To this purpose, the teacher and all subjects of the school course contribute.

Good models in oral and written language should be brought before the pupils continually so that they may hear and see good English. The memory selections will serve well in this respect. The teacher is the pupils' ideal. She must be

the example and by her tact and unaffected kindness she will secure the pupils' best intelligent imitation.

"The child learns English whenever he hears talk about things in which he is interested and whenever he reads."

Criticism should always be tactfully made. If a pupil is honestly doing his best, harsh criticism tends to discourage him. If he is reciting orally, wait until he is through and then call attention to such points as need to be corrected. Call attention to the good points as well as to the errors. Let your praise be hearty when it is deserved.

Story telling is a part of the work of every grade, and may, as a basis for written and oral production and for dramatization, be an excellent aid in the language work. A good story, well told, is an uplift in language and a help in discipline.

Narration is easier than description. Every teacher should carefully plan a series of exercises that will develop in her children the power to describe an object, briefly, yet accurately.

GRADE ONE

Section One

Language work in this section is oral and based upon the work of other subjects. A special effort is made to enable the child to express himself in complete sentences. Attention is given to correct forms of speech.

Reproduction of History and Literature stories gives pupils a vocabulary of new words which he is encouraged to use. An effort is made to lead pupils to discriminate in the use of words and expressions and make choice of the best.

Section Two

Continue the oral work as in Section One .

Copying of sentences from board to increase vocabulary of idioms. Use of capitals for proper names, the beginning of sentences, words I and O.

Period and interrogation point by imitation.

Original sentences. Dictation when simple forms are well mastered.

TIPTON STREET SCHOOL BUILDING

GRADE TWO

Use of good language should be emphasized in every subject, and grammatical errors corrected without giving reason for change of form.

Strive for clear thinking and clear, concise statements in all recitations.

Reproduce the thought in Reading, History, Nature, Health, and Literature lessons.

Copying of sentences to give larger use of idioms, original sentences and short stories.

Teach use of comma after name of person addressed, also in series. Period, interrogation point, apostrophe by imitation. Teach contractions occurring in Reading lessons,—can't, won't, don't. Teach abbreviations,—Mr., Mrs., St., Dr.

GRADE THREE

Section One

The work of this grade is mostly oral.

Read legends, fables, myths, rhymes and reproduce them orally.

Encourage pupils in telling original stories.

Dramatize legends, fables, etc.

From legends, fables, etc., teach the sentence, statement, capital, period, question, question mark, and command.

Write titles of legends, fables, etc.

Write stories from dictation.

Teach meaning of plural and singular.

Use of apostrophe.

Simple abbreviations as Mr., Mrs., Dr.

Days of week and months of year.

Section Two

From legends, fables, etc., teach paragraph.

Few irregular plurals such as mouse, mice; loaf, loaves, etc.

(Avoid special difficulties.)

Contractions. Quotations.

In addition to abbreviations taught in section one, teach all abbreviations needed in connection with geography and arithmetic.

Correct use of following irregular verbs: throw, grow, blow, show, break, sit, lie, (do not contrast with set and lay) also uses of you were, there is, there are, there was, there were.

Emphasize nominative form of personal pronoun after verb "to be". Have pupils repeat correct form as, It is I, It was he, etc.

Teach manner of telling time, writing of dates, letter writing.

GRADE FOUR

The story work in this grade should be mainly oral, with the emphasis on thought rather than form. Brevity, clearness and simplicity of expression are to be desired. Myths. fables, and folklore furnish a wealth of material for stories. Pictures may be used to develop description as well as narration. Familiar home happenings, or school activities may be utilized in letter writing. In fact, whatever touches the life of the child furnishes a theme for written or oral story work.

Section One

Scott and Southworth's Lessons in English, Book I., pages one to seventy-six.

This includes a review of the third grade work; the pupil should have a knowledge of sentence-making, and paragraph-building, the use of capital and similar marks of punctuation. The new work brings in simple plurals, singular possessives, the simple direct quotation, and the correct use of is, are, was, were, has, have, and their contractions.

Section Two

Scott and Southworth's Lessons in English, Book I., pages seventy-seven to one hundred forty-two.

The work is continued. The divided quotation is introduced. The new work brings in a few of the more difficult plurals, the plural possessives, homonyms, synonyms, and the

correct use of words that are apt to be confused, such as are, our, did, done, see, saw, and others.

Letter writing is still confined to friendly letters.

GRADE FIVE

Section One

Scott and Southworth's Lessons in English, Book I., pages one hundred forty-three to one hundred eighty-nine, inclusive, omitting all lessons on "Forms of Verbs."

Oral Work. A thorough review of preceding grades for the purpose of testing the child's ability in oral expression.

Conversation on familiar subjects. Suggestive topics,—home pets, industry and games, Sabbath Day, government of home city, facts relating to capital city, hygiene based on a lesson taken from physiology.

Conversation on reproduced stories told by the pupil. These stories give the teacher an excellent opportunity to learn the child's scope of previous reading.

Conversation on stories told by the teacher. Most of these topics should be interesting, yet some uninteresting subject, valuable to the class, should be selected and reproduced in such a way as to create interest.

Give special attention to the simplicity and correct expression of complete thoughts.

Written work. Lessons from the text supplementing the oral work.

Short compositions based upon oral work.

Special attention given to correct form, capitalization, pronunciation and expression.

At all times in all written work, give criticisms on writing and spelling.

Section Two

Scott and Southworth's Lessons in English, Book I., completed from one hundred eighty-nine; also including lessons on "Form of Verb" in the Five-One Work.

Oral Work. Brief review of Grade Five, Section One.

Conversation on subjects that reflect on the child's previous training—an opportunity to measure his ability.

Reproduction of stories read,—especially from the Public Library book or any other book helpful in any way in the school work.

Carefully note the correct expression of complete thoughts.

Conversation on written composition work.

Written Work. Kinds of sentences. Supplement this work by using different sentences from any text in school, also from the reproduced stories in the oral work.

Parts of Speech. All parts of speech are taught, but the noun and verb shouuld be given much time, and special attention should be given to all "Forms of Verb."

Phrases and Clauses. The attention given to these vary with the ability of the class you are teaching.

Rules of Punctuation. Give a thorough drill, supplementing previous work for examples.

Composition should be brief, but correct and concise.

Special attention should be given at all times in written work to correct form, capitalization and punctuation.

Require the best work in writing and correct spelling in all subjects.

GRAMMAR AND COMPOSITION

Because of the delay in the report of the National Committee on the Recommended English Course, and the probability of a change in the adopted text for next year, it is thought best not to make any radical change in the course until this committee reports. Then it will be our purpose to conform largely to these recommendations.

The fact that during the past five years ninety-two per cent of the pupils that have completed the grades in our schools have entered the High School, causes us to view the course in this subject as preparation for higher work in English.

The teaching of grammar is profitable when it is used to

improve habits of speech. It should be the constant duty of the teacher to test in recitation, in dictation, in oral and written composition, the principles and facts of technical grammar.

Diagraming of sentences is a graphic representation of the pupils' ability to analyze the English sentence. This method is to be encouraged, but not carried to an extreme.

Memory selections of previous grades may be used as models for careful study.

There should be some exercises in paraphrasing poetry, in social and business letter writing, in relating personal incidents, and in independent writing on set subjects.

Models from the best authors in narration, description, and exposition should be carefully studied. Suit the selection to the ability of the pupils. Note construction of sentences, choice of words and beauty of expression. Call attention to the unity, clearness, and strength of sentences and paragraphs. Oral correction of composition in class is very helpful. The ear as well as the eye must be trained to recognize good expression.

Notes

I. Beginning with 6th Grade "Current Events" furnishes excellent material for oral composition.

II. Use the outline method of classifying whenever possible.

III. Make lists of phrases frequently misused.

IV. Make list of words frequently mispronounced.

V. Be sure the pupil is filled with his subject before requiring him to write.

VI. Do not write themes on abstract subjects.

VII. Repetition on vital points is the secret of success.

GRADE SIX

Section One

Text—Lessons in English, Book II, pp 1-42 and pp 244-265.

Kinds of sentences. Subject and predicate. Recogni-

tion of eight parts of speech. Capitals, Punctuation, etc.

Synonyms. Choice of words.

Section Two

Text—Lessons in English, Book II, pp 43-71 and pp 266-286. Sentence building. Verbs, complements, modifiers. The essentials of a simple sentence. Letter writing. Telegrams.

Suggested Selections for Use in This Grade:

Story of a cabbage worm.
The Gray Swan—Alice Cary.
The Harvest Moon—Longfellow.
The Leak in the Dike—Phoebe Cary.
The Builders—Longfellow.
Old Ironsides—Holmes.
The Blue and the Gray—Finch.
Selections from Aesop's Fables.
Bible Stories.

Suggested Composition Subjects for Oral and Written Work:

Why we should protect the birds, Growing a Peach Tree, My Pet, How to make a bed, How to have pure drinking water, Effects of winter's cold upon plant life, Care of the skin, How to care for cut upon the hand, The Beaver and His Home, How to make some useful article, A Devoted Dog, Best plan for making a garden, etc.

GRADE SEVEN

Section One

Text—Lessons in English, Book II, pp 71-105 and pp 287-307. Sentence analysis. Moderate use of diagram. Nouns; kinds, inflections, uses, parsing. Narratives—How to tell a story, the study of a story, stories from various sources.

Section Two

Text—Lessons in English, Book II, pp 106-143 and pp 208-327. Pronouns, kinds, inflections, uses, parsing, number

forms, case forms, choice of pronouns. Adjectives; kinds, inflections, uses, parsing.

Descriptions—Pictures in a poem, study of a poem, pictures, faces, Geographical descriptions, animals, plants, persons.

Suggested Selections for Use in This Grade:

Concord Hymn—Emerson.
Building of the Ship—Longfellow.
Columbus—Joaquin Miller.
The Frost—Hannah Frances Gould.
Mid-summer—J. T. Trowbridge.
Mid-winter—J. T. Trowbridge.
Sir Galahad. Other stories of King Arthur.
Good News from Ghent.
St. George and the Dragon.
Selections from Aesop's Fables.
Selections from reading and history.

Suggested Composition Subjects for Oral and Written Work:

Coining a Silver Dollar, Story of Ruth—Bible, What the Schoolroom Clock Saw, Our Courthouse, A Trip to Chicago, Our School House, How to round up cattle, How to make a baseball diamond, How to make fudge, Letters of various kinds, invitations, orders, and advertisements.

GRADE EIGHT

Section One

Text—Lessons in English, Book II, pp 144-186 and pp 328-343.

Verbs; kinds, mode, tense, number and person, verb phrases, conjugation, parsing.

Explanations—Directions for explanation, explaining a look, point of a story, a poem, weapons and tools, and old mill.

Paragraphing—Definition, separation, order of sentences.

Study of poems.

Section Two

Text—Lessons in English, Book II, pp 187-243 and pp 344-355. Infinitives and participles—forms, kinds, parsing, uses. Adverbs, prepositions, conjunctions and interjections. Sentences and their elements, diagram and analyze, case as a relation, study of irregular verbs, subjunctive mode, capitals, punctuation, italic letters, punctuation marks, development of our language, derivation and word building.

Suggested Selections for Use in This Grade:

To a Waterfowl.
The Chambered Nautilus.
Abou Ben Adhem.
Concord Hymn.
Fables of Aesop.
The Horse of Wood.
The Discontented Pendulum.
Selections from reading and history.

Suggested Composition Subjects for Oral and Written Work:

Letters of various kinds, social forms, reproduced stories. Debates: Which was the greater man, Washington or Lincoln? Should the negro be banished from the United States? Should all vessels be allowed free through the Panama Canal? That the kitchen is a better place than a factory for a young lady. A summer outing. A Football Game. A Baseball Game. Our Autotransit System. A Visit to a Factory. A School Exhibit. How to make an article in the shop or sewing room. Best athletic sports. Huntington is a good city for a permanent home. My favorite study and why I like it. A visit with President Wilson. A teacher trying to persuade a boy to enter High School. Original stories taken from real life.

PENMANSHIP

Writing is a mode of expression and it needs to be as plain in form and as easy in execution as practice can make it. Form and movement, therefore, need to be given equal attention. Good writing is easy to read and easy to execute. To make it easy for children to learn to write well and freely from the beginning, large forms are used, and each letter is traced with free arm movement on blackboard and then on paper. Then as soon as possible, combine letters to get freedom and to form small words. A right start makes writing easier with each succeeding effort. The results of this method of instruction are best seen at the close of school life, not at the beginning.

Practice freely the oval movement several times each day until the child becomes accustomed to the use of the pen and loses all fear. Study the form to be practiced.

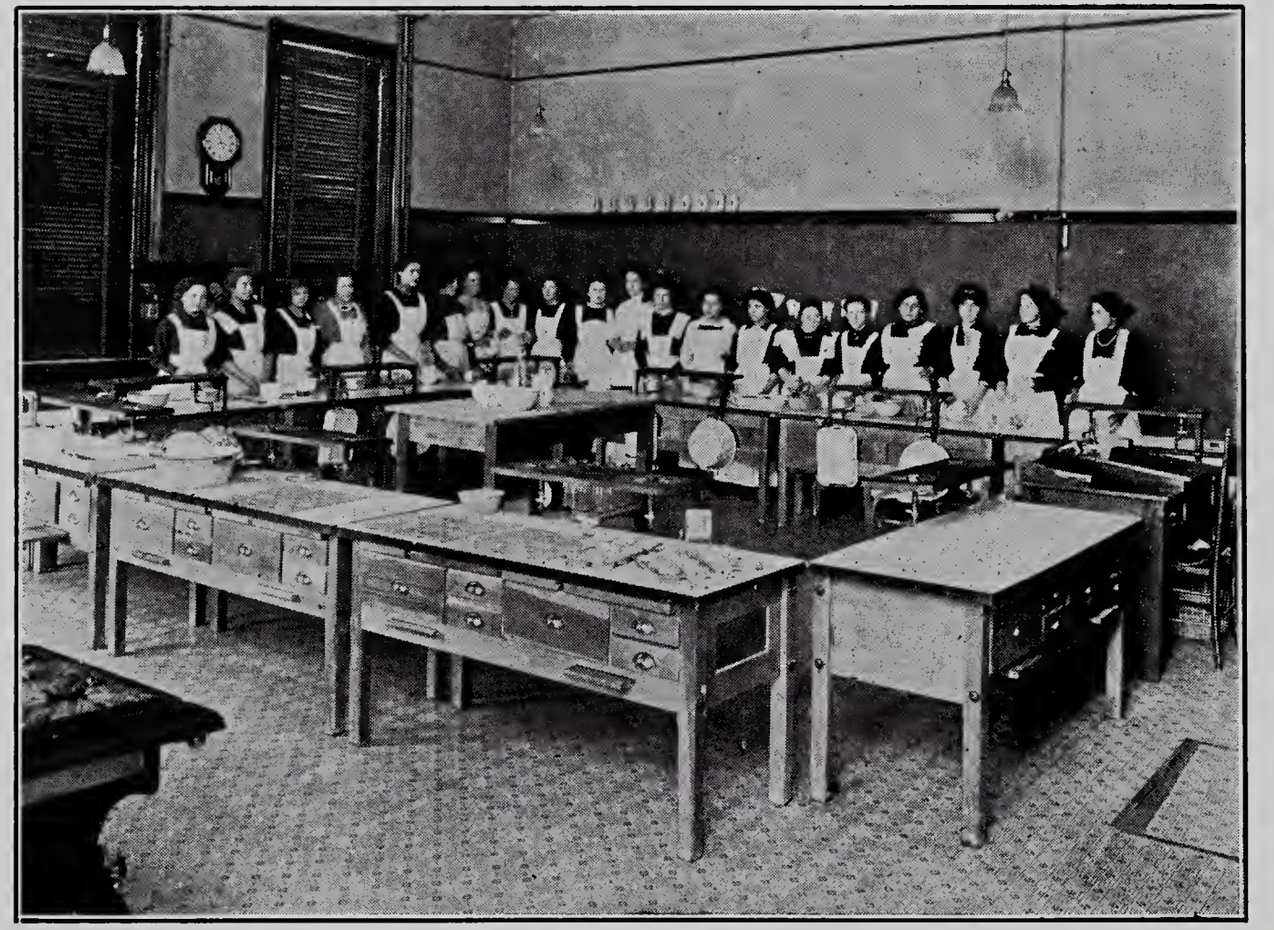
Much practice is necessary in order to train the muscles of the arm to produce good writing. To train in any line one must practice. Get the class interested in the work. An enthusiastic teacher will make an enthusiastic class.

Blackboard should be used freely by the teacher to illustrate form and to criticise common faults. Point out mistakes of individual pupils and have them improve on such forms. Allow the poor writers to see the skillful writers' work. Never accept anything but the child's best. The real test is the daily manuscript.

There is nothing so stimulating to pupils as to receive a kind word of appreciation or encouragement. There will be criticisms, because all of us make mistakes, but we can find some features that could be commented upon favorably.

Do not forget that the hand cannot go where the mind cannot direct, and the mind cannot direct without first having seen and heard and understood.

It is impracticable to divide a course into lessons and state definitely the work to be done at a given time. This will be left for the supervisor to outline in the grade section meetings during the term.



THE KITCHEN IN THE HIGH SCHOOL

SPELLING

Spelling is one of the main branches in the course of study. The general emphasis placed recently upon this branch, proves that there is need for a closer study in this work. This work may be made very valuable to the pupils because the accuracy required means thorough study. It also should increase the pupil's usable vocabulary and teach them the meaning and use of English words.

Every written lesson in Spelling should be a lesson in penmanship, and no poorly written papers should be accepted.

In the lower grades, drill should be placed upon the words used in the composition work of the children. Care should be taken not to spend effort upon words that the children do not know the meaning of, or that they do not use.

Besides the words in the speller, select lists of words from the reading selections as well as from the other subjects which are studied.

Spelling matches are recommended for review work. Interclass and perhaps inter-school contests may prove helpful.

Daily pronunciation and enunciation drill is a part of the work of every grade.

ARITHMETIC

Explanation of new work should be full and clear, but at critical times after explanations have been properly made, each child should be left to work out his own problems. Be tactful, help when help is needed, never when it will injure.

Accept any solution that is correct and encourage short methods. Insist on proper arrangement of the work on the paper, and that work is, at all times, clear from the first step to the conclusion.

Use the black board often, especially with the weaker children, in order that you may learn just where the work is not properly understood. Mental arithmetic may be of great help here and must be given a definite place on the program of every grade above the first. Drill for speed and accuracy in the fundamental operations. Children must know perfectly

the forty-five combinations in addition. The multiplication table must be mastered.

There is no subject in which the reviews should be as frequent and as thorough as in arithmetic.

GRADE ONE

Study the introductory remarks to this subject in the State Manual.

All number work should be made incidental to other subjects in the grade, and be introduced when occasion demands it.

Roman numbers to XII for telling time.

Arabic numbers to 100 for naming inches on foot rule, for naming pages in Readers, for numbering lines and spaces on music staff, for measurements and comparisons.

GRADE TWO

Training in elementary mathematics should first of all emphasize accuracy, then a reasonable degree of rapidity.

The language should receive careful attention, and clear, concise, and direct statements should be insisted upon.

In written work, figures should be well made, and all work on board and paper given neat and proper form.

Constant reviews are necessary.

Count by 1's to 100, by 10's to 100, by 100's to 1000.

Count by 2's, 3's, 4's and 5's to 25.

Teach Notation and Numeration as far as fourth order.

Teach addition, subtraction, multiplication tables within twenty-five. Teach written addition of units, tens, and hundreds where the sum of any column does not exceed nine.

Teach subtraction of units, tens and hundreds where each figure in the minuend is greater than the corresponding figure in the subtrahend.

Use symbols + plus, — minus, × times, = equals. Teach meaning of symbols.

In actual practice use the following denominate numbers: inch, foot, yard; minute, hour, day, week, month, year; cent, nickel, dime, quarter, dollar; pint, quart, gallon.

Explain rectangle, square, length, width.

Introduce ½, ⅓, and ¼ without extended drill.

In oral or written problem work, find material in children's ways of earning money, in their games, in errands they do for home, etc. Problems should involve but one operation.

GRADE THREE

Section One

Review the work in former grades.

The number space is not limited, but it is best to work within 1000.

Small numbers mainly should be used. Roman numerals to XXV.

Review addition tables. Addition with carrying. Encourage the rapid addition. Check work by adding columns downward.

Subtraction of numbers usually limited to three places. Borrowing is new to this grade. (Austrian method seems to be the most rapid.)

Multiplication tables up to and including the 5's.

Be able to multiply by 2, 3, 4, 5, the product not exceeding 100.

Section Two

Review Section one.

Be able to read and write numbers to 10,000. Roman numerals to L.

Review denominate numbers. Teach dollar sign, period, and two places for cents. Addition and subtraction of United States Money.

Add any combination of numbers whose answer does not exceed 10,000.

Subtract any numbers not exceeding 10,000.

Finish the multiplication tables through the 8's.

Some simple written problems involving but one process, numbers not exceeding 10,000.

Short division with one number.

Make use of ½, ¼, ⅓, and ⅛.

GRADE FOUR

Section One.

Review work of the third grade.

Read and write numbers to 100,000. Give special attention to place values. Roman numerals to C.

Addition and subtraction of whole numbers.

Finish multiplication tables above 8's.

Multiply by two or more digits.

Division should be short method with one number for divisor.

Statement problems may be used involving two or more of the fundamental processes.

Apply the fundamentals to United States Money where no question of decimals is involved.

Multiply by mixed numbers, the denominator of the fraction being 2—12, the numerator 1.

Use time limits in getting results.

Section Two

Read and write numbers in millions. Roman numerals to D.

Add and subtract any whole numbers.

Multiply with three digits or less.

Divide any whole number by one to three digits.

Statement problems containing two or more fundamental processes.

Apply fundamental processes to United States Money where no question of decimals is involved.

Mixed numbers multiplied by whole numbers and vice versa. The numerator being 1 and the denominator 2—12.

Review denominate numbers in past work and teach area, perimeter of parallelograms, square-foot, square-yard, and cubic inch.

Review all weak points.

Drill until the conscious efforts of pupils have been superseded by the automatic.

GRADE FIVE

Section One

Thorough review of addition, subtraction, multiplication, and division. (This is to be as much as the class needs, to be able to work rapidly and accurately.)

Fractions—Addition and subtraction. Teach fractions as if taking them up for the first time, giving all terms that are needed in the work. Make it as complete as possible. Keep the numbers within the limits of the class.

Mixed numbers—Addition and subtraction.

Concrete problems throughout the term.

Section Two

Review section one.

Multiplication of fractions.

Cancellation.

Division of fractions. (Invert the divisor without explanation.)

Mixed numbers—Multiplication and division.

United States Money—Addition, subtraction, multiplication, and division without involving any question of decimals.

Concrete problems throughout the term.

Roman numerals to M.

Denominate numbers of two denominations.

Use Walsh's Primary Arithmetic as it fits the course.

GRADE SIX

Section One

Walsh's Grammar School Arithmetic, Articles one to one hundred fifty-three.

Brief review of fundamental processes.

Main Topic, Fractions.

Definitions should be concretely developed.

Teach at first in the concrete with each of the fundamental processes.

Begin as though this work had never been taught to this grade before and then pass these fundamentals as soon as they can rapidly and accurately perform the processes. Vitalize all

drill work by using these processes in practical statement problems.

Cancellation should be used wherever practicable.

Invert the divisor in division of fractions without reducing the fractions to common denominators. No reason need be given for this process.

Teach the decimals that come within the limits of this section.

Teach United States Money and place special emphasis upon fractional parts of a dollar.

Develop concretely the tables of denominate numbers on pages forty-three to forty-four.

Omit measurements until second section.

Review whenever necessity demands.

Note: The Walsh Arithmetic is to be used as a source of material rather than as the outline of study. Use suitable material as found in this book or in other available sources.

Section Two

Walsh's Grammar School Arithmetic, Articles one hundred fifty-three to two hundred forty-nine.

Main Topics, Decimals and Denominate Numbers.

Drill on the fundamental processes of decimals until they can perform the processes accurately and rapidly. Much abstract drill is necessary to fix the rules for pointing off in multiplication and division of decimals.

Changing common fractions to decimals and decimals to common fractions.

Complete the developing and committing of all the tables in denominate numbers. Reduction descending and ascending throughout the tables. Finish the work of the fundamental processes of denominate numbers.

Teach what measurements are found within these limits. This work should be kept in the concrete.

Give a few lessons on bills.

Leave percentage for seventh grade work.

See note at the end of the outline of section one.

GRADE SEVEN

Section One

Walsh's Grammar School Arithmetic, Articles two hundred forty-nine to three hundred thirteen.

Review denominate numbers.

Review should be given in any topic when necessity demands. This is the most effective way to review, as the pupil sees wherein he is deficient and thus realizes his need.

Measurements of surfaces and solids as found within these limits should be thoroughly understood.

Board Measure. Consult the Manual Training teacher about method and problems within this topic.

Percentage should be introduced by relating it to common and decimal fractions which the pupils already know. Drill should be given in changing fractions and decimals to their per cent equivalents, and per cents to their equivalents in decimals and fractions. When the pupils are ready to be introduced to the three classes of percentage problems, it should be the aim of the teacher to keep entirely on the thought side, avoiding all formulæ and rules. By the use of concrete problems, pupils can be made to appreciate three kinds of percentage problems,—**finding a part of a number,—finding what part one number is of another,—and finding the number when a part is given.**

Select problems that meet the needs of the average pupil of the locality.

Note at the end of the outline of Grade Six, Section One.

Section Two

Walsh's Grammar School Arithmetic, Articles three hundred thirteen to three hundred ninety-one.

Application of Percentage.

In this work care must be taken that pupils do not become confused by the various terms used. The work should be kept in the concrete and made simple and practical in accordance with present business methods. Bring before the pupils tax

receipts, promissory notes, insurance policies, checks, etc. Make the work as real as possible.

Profit and Loss, Commission, Insurance (Property and Life), Taxes and Duties, Commercial Discount (complete), Interest, Bank Discount, will be the topics covered. In computing interest, use the decimal system first, then cancellation may be used.

In all these topics after a principle has been taught, give many simple problems in order to make pupils sure and skillful in applying it.

Select problems that meet the needs of the average pupil of the locality.

Note, at the end of the outline of Grade Six, Section One.

GRADE EIGHT

Section One

Walsh's Grammar School Arithmetic, Articles three hundred ninety-one to five hundred sixteen.

Ratio and Proportion.

Partnership.

Involution, Evolution, Mensuration.

Omit Cube Root.

Longitude and time to note, page three hundred sixty-one.

Stocks and Bonds.

Omit—Domestic Exchange, Compound Interest, Annual Interest, Metric System.

Section Two

A General Review, six Weeks:

Four Fundamental Operations.

Fractions, Common and Decimal.

Percentage and its Applications.

Algebra, twelve weeks:

As outlined in Walsh's Arithmetic.

Supplement problems to fix processes.

GEOGRAPHY AND NATURE STUDY

Human life is everywhere modified by environment. Geography is a study of man's physical surrounding and it is only valuable so far as it deals with the relationship that exists between him and his environment.

Nature study is so closely related to Geography that it is here correlated with this subject.

Study carefully the introductory remarks of this subject in the State Manual.

Read with care the preface of the adopted geographies.

Use supplementary books, stereoscopic views and bulletins that may be taken from the Public Library. Make each lesson a period of culture growth to the child. See that he does his part in **topical talks** and in the **drill work** which must be a part of most lessons.

Problems involving reasoning in Geography may be made as valuable to the child as problems in arithmetic. The location of cities, the climate of a place, the effect of surface on history, are suggestive.

Wall maps, text book maps, large and small globes should be wisely used in every lesson. The drawing of outline maps on which are properly represented those details which are deemed essential by the teacher is a part of the work of every grade above the fourth grade. The amount of map drawing work is left to the discretion of each teacher, but it should not be overdone.

Each teacher is also to be a judge of the time to be spent by her class on each section of the country. Think before you teach.

Geographical charts, collections of typical pictures and material illustrating the various phases of the work are very important. These charts and collections should become the property of the school for future use.

Excursions may prove very helpful. No class excursions should be undertaken unless the teacher is sure she can con-

trol the entire class. Freedom is to be encouraged, but disorder has no more place here than in the school room.

GRADE ONE

Geography in the first two years is work in observation and sense training in the most simple, elementary form and yet necessary for the basis of work in succeeding grades.

Place: Up, down, above, below, front, back, before, behind, right, left, here, there.

Distance: Inch, foot, yard, mile.

Direction: East, West, North, South.

Time: Morning, noon, evening, midnight; observe the sun's path and heat during the day.

Weather: Days—warm, cold, clear, cloudy, windy, calm, clouds, ice, snow. Names of seasons.

Earth: Man's home; shape, surface, mountains, hills, valleys, plains, springs, brooks, rivers.

People and Life: Homes; what people about us are doing; ways of traveling, ways of communicating.

Government: Home, school, city.

Reference Books: Payne's Geographical Nature Studies.
Long's Home Geography.
Carroll's Around the World, Book I.
Andrew's Seven Little Sisters.

GRADE TWO

Direction: Cardinal and mid-cardinal points. Location of home, school, public buildings, neighboring streets. Show where the sun is morning, noon and night.

Seasons and Weather: Daily observation and record of Natural Phenomena. Trees and Seasons. Animals and Seasons. Frost, heat, wind, rain, clouds, sun, moon and stars.

Earth: Man's home. Shape, surface, continents, hills, valleys, plains, oceans, springs, brooks, rivers, ponds, lakes.

People and Life: Races, homes, occupations; material for homes,—stone, brick, lumber, cement, slate.

Food materials,—where they come from.

Clothing,—Cotton, wool, etc.

Fuel,—coal, wood, gas.

Government: City, State, United States. Mayor, Governor, President. Only the most elementary ideas presented, and all lessons based on children's observation and knowledge of facts. Use sand table and pictures to illustrate.

GRADE THREE

The aim of this work is to study Home Geography and incidentally those outside phases or facts that influence it. By means of questions the child may be led to tell what he knows of the land and water forms near his home and from these, work out the other simple forms.

The study of local industries may be more realistic by excursions to the different points of interest.

As an aid to this work, the study of some of the common trees, birds, and wild flowers may be used in the spring and fall to good advantage.

Section One

I. Food:

1. **A Garden:**
   - a. Soil, temperature and rainfall.
   - b. Cultivation.
   - c. Transportation.
   - d. Markets and stores.
   - e. Gardens about Huntington.
   - f. Need of Markets and stores.
2. **A Fruit Store.**
   - a. Kinds.
   - b. Sources.
   - c. Climate necessary.
   - d. Transportation.
   - e. Fruits grown near Huntington.

3. **Bread.**
   a. Wheat, corn, barley and rice. If possible have heads of these to use.
   b. Mills, transportation.
   c. Importance of flour.
   d. Bakery, effects of yeast, changes produced by baking.
   e. Other uses of flour.
   f. Locate wheat regions, climate and soil best adapted for wheat growing.
4. **Milk.**
   a. Amount used in Huntington.
   b. How and when delivered.
   c. Care taken to keep it clean and sweet.
   d. Creamery. Use made of butter.
   e. Oleomargerine. How made.

References: Carpenter's How the World is Fed.
Chamberlain's How we are Fed.
McMurray's Excursions and Lessons in Home Geography.
King's Geographical Readers.
Other books in Public Library.

II. Homes.

1. **Lumber.**
   a. Transportation.
   b. Saw mill.
   c. Forests. Lumber Yards. (Show pictures of these things).
2. **Stone.**
   a. Work in quarries. (Pictures of quarries.)
   b. Locate Indiana quarries.
3. **Brick.**
   a. Work in brick-kiln (Pictures if possible.)
   b. Use made of material.

4. **Cement.**
   a. Work of cement factories.
   b. Use made of material.
5. **Map Making.**
   a. Drawing on board representation of trips taken.
   b. Simple ideas of direction and distance.
6. **Weather Conditions.**
   a. Keep calendar showing temperature, cloud, wind, mist record.
   b. Discuss: Seasons, lengthening and shortening days. Winds, days, and nights nearly equal, pleasant days, green leaves, fruits ripening, birds, insects, flowers.

Section Two.

I. **Geography.**

1. **Clothing.**
   a. Material used.
   b. Source of supply.
   c. Preparation.
   d. Transportation.
   e. Former methods compared with present day.
   f. Power used, etc.
   g. A shoe factory.
   h. A tailor.
   i. A glove factory.
   j. A hat factory.

References: Chamberlain's How We Are Clothed.
Chase and Clow's Stories of Industry.
King's Geographical Readers.
Carpenter's Geographical Readers.

2. **Commerce.**
   a. Wagons, street cars, automobiles, trains. Materials, tools used, fitted for holding loads. How moved, speed, roads, tracts, etc.

References: **Carpenter's North America.**
McMurray's Excursions and Lessons in Home Geography.
Rocheleau's Great American Industries, Products of the Soil.

3. **Public Service.**
   a. Police Department,—Enforcement of the law, maintenance of order, control of crowds, protection of life and property, detection and prevention of crime, arrest of criminals, regulate traffic. Instances of heroism.
   b. Fire Department,—Fire alarm, engine houses, duties of firemen, instances of heroism.
   c. Postman, street cleaner, garbage collector. Duties, hours of service, district covered, number needed.

4. **Map making as in Section One.**
   a. Draw outline maps of school property and neighborhood.

5. **Weather Conditions as in Section One.**

Read the "Seven Little Sisters." Study each "Little Sister." The house and region around the home. Trees and plants. Animals and their uses to man. The people and their dress, mode of travel, occupations, and amusements.

Occasionally take pupils on excursions to visit places of interest.

GRADE FOUR

Because of its adaptation to the age and intelligence of fourth grade children, Book One of Tarr and McMurray's New Geographies is used as the basis of Fourth Grade Geography. In addition to the use of the text, the class will take excursions about the town and nearby country, observing such things as will help in a full understanding of the things treated in the text which are within reach.

Most of the Nature Study may be done in connection with

the Geography lessons, or made a basis for Language and Reading lessons. The study of the growing plant may start with the germination of the seed and follow the growth of the plant to the maturity of the fruit without including any scientific discussion. The kinds of rock in the neighborhood, and the specimens that may be brought before the class may be the subject matter for a number of interesting and instructive lessons. The forms of water and condition of the air may be observed and experiments tried that will add materially to the interest in the corresponding chapters in the Geography text.

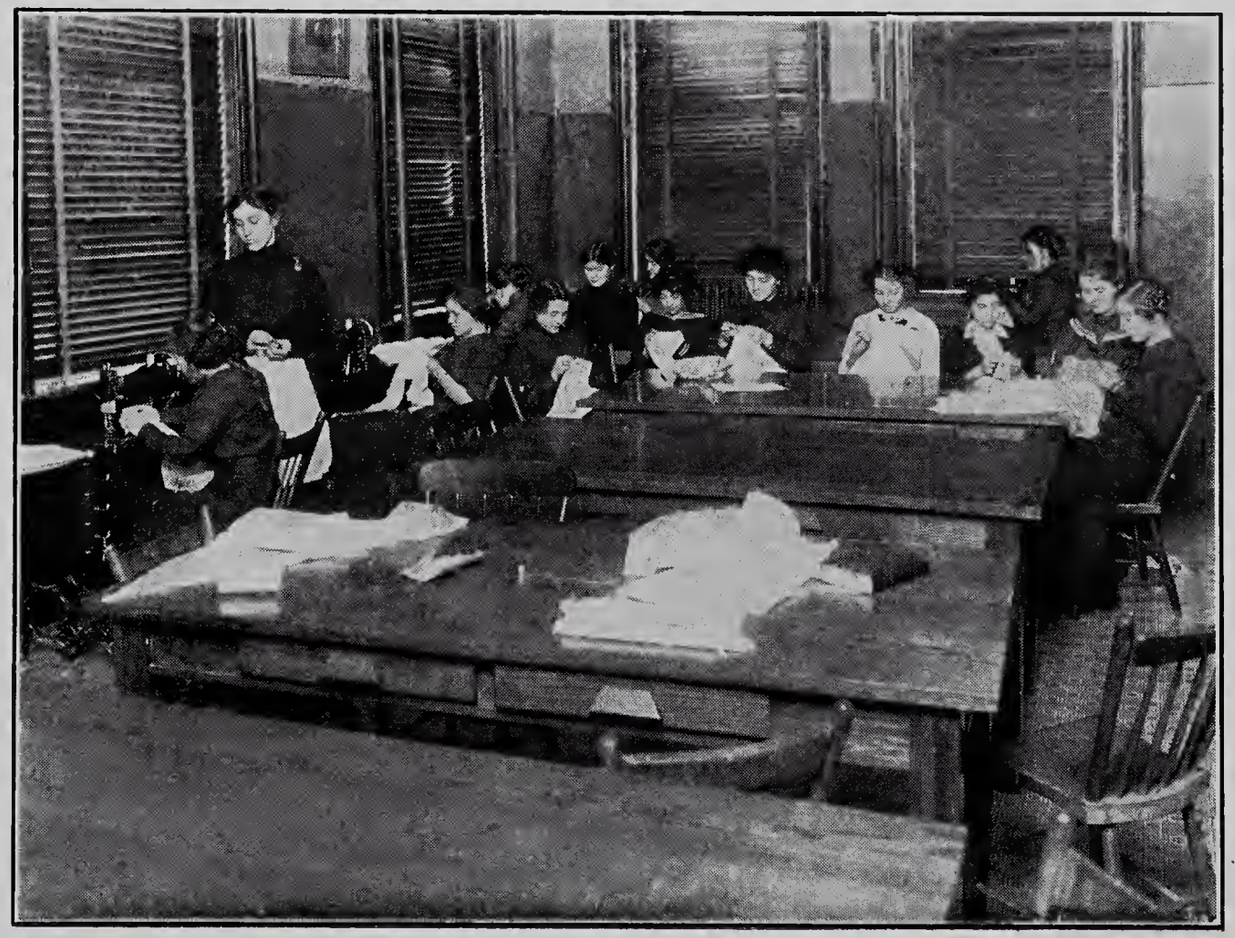
By the time the children are through the Fourth Grade, they should know by sight and name the most common trees, wild flowers, and birds of the community.

Reference Books: Madame How and Lady Why—Kingsley.
Sea and Land—Shaler.
Great American Industries, Vols. I., II., III.
Stories of Industry—Chase and Clow.
How We are Clothed—Chamberlain.
How the World is Fed—Carpenter.
Book of the Ocean—Ingersoll.
Little Flower People—Hale.
Springtime Flowers—Norcross.
How to Know the Wild Flowers—Starr.
Familiar Trees—Mathews.
True Bird Stories—Miller.
One Hundred Wild Birds of Indiana.
Other Books in Public Library.

GRADE FIVE

Section One

The remarks given in the State Manual in connection with this grade should be carefully read. Because of the topical method in which the book is written, there is no call for an



SEWING ROOM IN THE HIGH SCHOOL

outline other than the introductory remarks at the beginning of this subject.

Text Book: Leading Facts of Geography—Frye.
Lessons one to fifty-four inclusive.

Supplementary Books:

Carpenter's North America.
Winslow's Geographical Readers.
Little People Everywhere.
King's Geographical Readers.
Little Journeys.

Section Two

Lessons fifty-four to eighty-nine, inclusive.

Supplementary Books:

Carpenter's South America, Europe, Asia, Africa and Australia.
Same as for Section One.
Monroe's Europe and Its People.
Tolman's Around the World, Book V.
Peeps at Many Lands.

GRADE SIX

Section One.

Text: Frye's Leading Facts in Geography.
Lessons ninety to one hundred twenty.

North America:

Fitted to be a fine home for man. Our home. Our State.

I. Location in zones. Oceans. Relation to other continents as to size and position. Let map work precede development lessons.

II. Surface of North America.

a. Western highland, plateaus, mountain ranges, four high peaks,—Pikes, Shasta, Whitney, McKinley.

1. Influence of high ranges on climate and rainfall, and the effect on man.

2. Benefits.
3. Arid land,—result of highland, effect on man.

b. Eastern highland, location of plateaus, great valleys, ranges, Mt. Washington and Mt. Mitchell.
1. Effect of this highland on man.

III. Lowlands.
a. Pacific slope, short, influence on rivers, plants, human life.
b. Atlantic slope, broad, fertile, uses.
c. Central Plains.
1. Northern part, frozen plains, forest and lake belt.
2. Mississippi Basin, Prairies, flood plains, western plains, Allegheny plateau, delta.
3. Drainage.
4. Inland waterway of Great Lakes. Parts used. Cities. Proposed connections.

IV. The Climate of United States.
a. Winds.
b. Rainfall.
c. Effect of ocean on United States.

V. Products of United States.
a. Locate products and observe relations existing between soil, heat, moisture, latitude and distance from mountain ranges.

Our Home:

1. Precede by local geography and geography of county, in which learn rivers, townships, city, soil, and industries. Also congressional township.

II. Indiana—The garden spot of the earth.
a. Surface.
1. Slope.
2. How the soil and climate were prepared for man. Work of glaciers.

3. How soil and climate determines certain industries.

b. Drainage.

1. Wabash—Sources, direction, use to Indiana, three northern branches, three southern branches. Other river systems.

c. Make Indiana a type for other states. Developing relations of geographical conditions to industries, show cause for gratitude for our fine surroundings.

d. Study ten largest cities in order of size showing importance and finding the reason for development.

Early history and later development of state, showing the influence of the founders on our life today.

e. Natural resources. Teach conservation. Native trees, birds, flowers, animals and minerals.

f. Government.

g. Education.

Indians, Tecumseh, Geo. Rogers Clark, Robert Dale Owen, Oliver P. Morton, J. W. Riley, Edward Eggleston, Catherine Merrill, Frances Wright, Wm. McClure, Lew Wallace, Maurice Thompson, Meredith Nicholson, G. Stratton Porter.

Section Two

United States—"God's Country"—The Country of freedom and opportunity for the individual.

I. Position of Central States.

a. Surrounding Indiana.

b. Surface. Compare plateau, prairies, hilly region around lakes, river valleys and flood plains.

c. Drainage and slopes.

d. Commercial importance of the waterways.

e. Industries. How related to geographical conditions of climate, soil, altitude and longitude.

f. Chief cities and why they grew.

g. Prospects for future development.

Study each section in turn, comparing geographical conditions, learning to locate capitals, chief cities, seaports, rivers and physical regions of United States. Trying always to show our splendid geographical locations give us a chance to enlighten the world in liberty and development.

Read Carpenter's Geography Reader, North America.

Our Own Country, by Ninna C. Smith.

Collect pictures. Make map of each section, locating rivers, cities and products. Pictures may be mounted by child and bound in booklet form, using patriotic symbol on cover.

GRADE SEVEN

Section One

Text: Frye's Leading Facts in Geography.

Lessons one hundred thirty-nine to one hundred fifty-seven.

United States:

The opportunity of the United States to love her neighbor as herself. What we can do for Hawaii, Philippines, Porto Rico, Alaska, Canada, Mexico, Central America.

How United States helped Cuba and Panama.

How Panama Canal will serve the whole world.

The altruistic side should be worked out along with climate, products, location, etc., in relation to this country.

South America:

1. Position, size, location.
2. Surface.
   a. River basins.
   b. Climate compared with North America. Make South America a type of southern lands.

Locate with reference to equator, zone, ocean and other continents.

1. Position.
2. Size and extent.
3. Coast waters.
4. Surface.
    a. Highlands.
        1. Andes.
        2. Brazil highland.
        3. Guiana highland.
    b. Lowlands.
        1. Valley of Amazon.
        2. Valley of Orinoco.
        3. Valley of La Plata.
    c. Climate. Find how affected by altitude, latitude, winds, and water.
    d. Products.
        1. Animal.
        2. Vegetable.
        3. Mineral.
    e. Countries and cities.
    f. Education, Industry and progress of the people.
    g. Highways of trade.
    h. Industries and occupations.
    i. Commercial relations with other countries and especially with the United States.
    j. General progress.

Section Two.

Europe:

Position, size and relation to other continents.

I. Surface.
    a. Highlands.
        1. Location.
        2. Influence on life.
        3. Rivers. Effect on Commerce.

b. Lowlands.
   1. Russia.
   2. Lowlands of Holland.
   3. Southern Peninsulas.

Countries:

I. British Isles.
   1. Location with reference to its dependencies.
   2. Climate, Compare and Contrast with United States.
   3. Industries related to surface.
   4. British population.
   5. Why is Great Britain a great nation?
   6. Advantages and disadvantages in being an island.
   7. Cities: London, Liverpool, Dublin, Glasgow, Edinburgh, Manchester.

II. Germany.
   1. Location.
   2. Surface.
   3. Climate.
   4. Resources.
   5. People, schools, government.
   6. Cities: Berlin, Hamburg, Munich, Dresden.
   7. Why does Germany lead in education?

III. France, Spain, Portugal, Italy, and Greece.
   1. Location.
   2. Climate (Compare climate of these countries with United States in same latitude.)
   3. Resources.
   4. Compare products of these countries to United States. Give reasons for the difference.
   5. Cities: Paris, Madrid, Lisbon, Rome, Venice, Athens.

IV. Turkey and Balkan Countries.
  1. Location.
  2. Surface.
  3. Resources.
    a. Why are these states so slow in developing their resources?
  4. People.
    a. Compare to people of Germany. Why are they less civilized?
  5. Cities: Constantinople.

V. Switzerland.
  1. Location (Effect upon life of people.)
  2. Physical features. ((Due to the scenery, many of the Swiss make a livelihood.)
  3. People.
  4. Resources.
  5. Cities: Geneva, Berne.
  6. St. Gothard Tunnel.

VI. Russia.
  1. Location. (In reference to rest of Europe, Asia and United States.)
  2. Size (Compare to rest of Europe.)
  3. Climate.
  4. Railroads.
    a. Will the Trans Siberian railroad help in the development of the country?
  5. People. (Compare with people of United States and Great Britain.
  6. Cities: St. Petersburg, Moscow.

VII. Norway and Sweden.
  1. Location. Advantages and disadvantages.
  2. Coast line effect on life of people.
  3. Resources.
    a. Why do these countries manufacture so many matches?
  4. People (Always known as a sea faring people.)
  5. Cities.

VIII. Asia, the continent of the Old and New.

1. Position, size, relation to other continents.
2. Surface.
   a. Great Highland and its parts.
      1. Locate.
      2. Influence on life.
      3. Source of many rivers. Why?
      4. Learn in order of location ten rivers.
   b. Lowlands.
      1. Siberia.
      2. Plain of China.
      3. Plain of India.
      4. Tigris-Euphrates Valley.

Countries:

I. Chinese Empire.

1. Location with reference to England and Russia.
2. Climate and its relation.
3. Industries related to surface and climate.
4. Chinese population.
5. Account for lack of progress.
6. Compare and contrast with our lives the life of China.
7. What have the Chinese done for the world?
8. Why do they lack railroads and machinery?
9. New China.
10. Cities: Shanghai, Hong Kong, Peking.

II. Japanese Empire. Why the "Flowery Kingdom?"

1. Location.
2. Surface.
3. Climate.
4. Resources.
5. People and Government.
6. Cities: Tokio, Yokohama.
7. Why did Japan succeed in war against Russia?

III. Palestine—Holy Land—Why?

1. Location.
2. Size.
3. Early History. Study Phoenecians, Jews, Saracens.
4. What has been the influence of Europe upon Palestine.
5. What has been the influence of Palestine upon the world?
6. Locate Jordon River, Sea of Galilee, Mt. Ararat, and cities, Jerusalem, Damascus.
7. Contrast a land of "milk and honey" with present physical conditions and account for them.

IV. India.

1. Location (In regard to England and United States.)

   How does it happen to be in possession of the English?
2. Surface.
   a. Mountains (Effect on climate.)
   b. Rivers. (Why are there so many large rivers?)
3. Climate.
4. Resources (Wheat and cotton sent to London compete with wheat and cotton from United States.)
5. Large native population. Caste distinction.
6. Cities: Calcutta, Bombay, Delhi, Benares.
7. Why British India or Hindustan so isolated?

V. Africa.

1. Location with reference to other continents.
2. Coast. Note absence of good harbors. Effect?
3. Surface.
   a. Sahara Desert. Why is this desert?

4. Rivers and lakes. Why are they found mostly in Central Africa?
5. Climate.
   Rainfall and winds.
6. People and government.
7. Which part of Africa is developing most rapidly? Why?
8. How has the Suez Canal affected Europe?

VI. Australia.

1. Location with reference to other continents.
2. Surface.
3. Climate.
4. Resources.
5. People and government.
6. Cities.
7. Australia is fast coming to be recognized as a country of many resources. Why?

PHYSIOLOGY AND HYGIENE

While much work in Physiology and Hygiene is incidentally done in the different grades in connection with other subjects, it is taught alternately with Geography in the fifth grade as a separate subject, and an entire year's work is given to it in the eighth grade.

Read carefully the outline of this subject in the State Course. There you will find the purposes and methods as suggested by the State Department.

GRADE FIVE

Section One.

Text: Introductory Physiology and Hygiene—Conn.
Chapters one to nineteen inclusive.
Study the State Course for the Fourth and Fifth grades.

Section Two

Text: Introductory Physiology and Hygiene—Conn.
Chapters twenty to end of book.

Study the State Course for the Fourth and Fifth grades.

Reference Books—Gulick Health Series.
Primer of Sanitation, Ritchie.
New Century Primer of Hygiene.

GRADE EIGHT

Section One

Text: Elementary Physiology and Hygiene—Conn.

Pages eleven to one hundred fifty-three.

Aim: To teach the organs so the child may see their relation to health laws.

I. Foods and food materials.
   a. Purpose of food.
   b. Kinds of food.
   c. Sources of food.
   d. Alcohol as a food.
   e. Comparative food values.

II. Digestion.
   a. Parts of digestion.
      1. Mouth.
         a. Teeth.
      2. Throat.
      3. Stomach.
      4. Intestines.

III. Food habits and cooking.
   a. Habits of eating and drinking.
   b. Purpose of cooking.
   c. Principles of cooking.
   d. Methods of cooking.

IV. Circulation.
   a. The blood.
      1. Solids.
      2. Liquids.
      3. Uses of each.
   b. Heart.
   c. Blood vessels.

V. Respiration.
   a. Air passages.
   b. Lungs.
   c. What breathing does for the blood.
   d. Artificial respiration.

VI. Framework and motion of the body.
   a. Skeleton.
   b. Structure of bones.
   c. Structure of cartilage.
   d. Joints.
   e. Muscles.

Section Two

I. The kidneys and skin.
   a. Kidneys.
      1. Functions.
   b. Skin.
      1. Functions.
   c. Care of the skin.

II. Alcohol and narcotics.

III. Nervous system.
   a. Brain.
   b. Spinal cord.
   c. Nerves.

IV. Functions of the nervous system.
   a. Mental relation to physical should be brought out here.

V. The senses.
   a. Sight.
   b. Smell.
   c. Taste.
   d. Sound.
   e. Skin sensations.

VI. Public Hygiene—making a study of the sanitary conditions and problems of the community.

Reference Books:

Gulick Health Series.
How to Keep Well—Crandall.
Primer of Hygiene—Ritchie and Caldwell.
History of a Mouthful of Bread—Jean Mace.
Daily Ways to Health—Bishop.
Principles of Physiology—McKendrick.

HISTORY AND CIVICS

History in the grade should be so taught that the pupils may get a firm hold on the main facts, a clear view as to the underlying causes and vital results of great events, a desire to pursue the subject along broader lines with fuller reading in the years after school days.

Pupils should be broader minded, clearer visioned, more public spirited citizens as a result of their study of history.

The study of the history of our own country should be prefaced with the study of some great events and great people of other nations of former times. By this, pupils will see that our nation is an outgrowth of other nations.

Wars have played an important part in the history of our country, but we are looking forward to the time when "there will be no wars." In teaching wars, therefore, the patriotism and sacrifices of the men who offered their lives that this nation might live should be appreciated, but detail plans of battles are of little value to our boys and girls.

Teach the causes and results of our wars. Cultivate a respect for the heroes, leaders, and privates.

Do not neglect the heroes of peace and their work. Their work has been equally as important in their contribution to our country's welfare.

Topical teaching, with much thoughtful preparation of each day's lessons, is the keynote to success in the history

class. If the study of history has meant joy to your boys and girls, then you have taught history well.

The course here outlined was suggested by the report of the committee of the American Historical Association that was appointed to consider the subject of history teaching in the elementary schools.

Read carefully the introductory remarks to this subject in the State Manual.

GRADE ONE

1. Indian Life—Hiawatha.
2. Columbus—October twelfth.
3. Pilgrims—Thanksgiving Day.
4. Christmas—The Christ Child.
5. Washington—February twenty-second.
6. Kablu—The Aryan Boy.
7. Agoonac.
8. The Flag.
9. Celebration of important state or local events.

Study carefully the outline for this grade in the State Manual.

Reference Books:

Stories of American History—Dodge.
Colonization of America—Gilman.
Columbus—Eggleson.
Pilgrims and Puritans—Moore.
Christ Child Tales—Hofer.
Stories of Indian Children—Husted.
Others recommended in State Course.

GRADE TWO

1. Indian Life (Continued.)
   Captain John Smith and Pocahontas.
2. Indiana Day—December eleventh.
3. Pilgrims—Thanksgiving Day.
4. Christmas—The Christ Child.
5. Lincoln—February twelfth.

6. Washington—February twenty-second.
7. America (To be memorized.)
8. Story of the flag.
9. Memorial Day.
10. Local history and events.

Study well the outline of this subject and grade in the State Course of Study.

Race Studies:

Darius, The Persion Boy.
The Brown Baby.
Manenko.
Gemila.

Reference Books:

Same as in First Grade.
Every Day Life in the Colonies—Stone.
Children's Life of Lincoln—Putnam.
Colonial Children—Pratt.
American Stories for American Children—Chadwick.
Legends Every Child Should Know.
Persian—Mabie.
Others recommended in State Course.

GRADE THREE

A. Heroes of Other Times.
   1. Joseph, Moses, David, Ulysses, Alexander. Cincinnatus, Horatius.
   2. William Tell, Roland, Canute, Alfred, Robert Bruce, Joan of Arc.

B. Columbus.

C. The Indians.

Reference Books: Given in State Course.

THE SHOP IN THE HIGH SCHOOL

GRADE FOUR

Section One

I. American Explorers.

1. Columbus discovers America.
2. Celebrate Columbus Day, October twelfth.
3. Later stories of Columbus.
4. De Soto, Magellan.
5 Cabot, Raleigh.
6. Hudson.

References:

Gordy, American Explorers, pages one to twenty-three; Tappan, American Hero Stories, pages one to fourteen; Southworth, Book I. Builders of our Country, pages twenty-four to seventy-three.

II. Virginia Life.

1. John Smith, Pocahontas.
2. Industries, manners, customs of first settlers.
3. Relations with Indians.

References:

Pratt, The Early Colonies, pages thirty-three to thirty-six; Gordy, American Leaders, pages forty-two to fifty-five; Tappan, American Hero Stories, pages thirty-eight to forty-nine; Elson and Macmillan, Story of Our Country, pages forty-one to sixty; Southworth, Book I., Builders of Our Country, pages seventy-three to eighty-nine.

III. New England Life.

1. Miles Standish, type of Pilgrim.
2. John Winthrop, type of Puritan.
3. John Eliot, type of Missionary.
4. King Philip, type of Indian.

5. Industries, manners and customs of New England settlers.

References:

Southworth, Builders of Our Country, pages eighty-nine to one hundred ten; Gordy, American Leaders, pages sixty-four to eighty-one; Tappan, American Hero Stories, pages fifty-nine to seventy-two, eighty-four to ninety-six; Southworth, Book I., Builders of Our Country, pages eighty-nine to one hundred twenty-three.

IV. Local Pioneers.

1. Local or state pioneers.
2. Relation with Indians.
3. Striking characteristics.

References:

Levering, Historic Indiana, pages sixty to one hundred five; Cockrun, Pioneer History of Indiana, pages one hundred fifty-three to two hundred three.

Section Two

I. Dutch, Quaker and Other Settlers.

1. Peter Stuyvesant. Manners, customs, industries of New Netherlands.
2. William Penn. Manners, customs and industries of Quakers.
3. James Oglethorpe. Manners, customs and industries of Southern planters.

References:

Gordy, American Leaders, pages ninety-two to one hundred three; Tappan, American Heroes, pages seventy-three to eighty-four, one hundred eight to one hundred seventeen; Guerber, Story of

the Thirteen Colonies, pages eighty-eight to one hundred six; Southworth, Book I., Builders of Our Country, pages one hundred thirty to one hundred forty-one, one hundred eighty-seven to two hundred one.

II. Abraham Lincoln—Life Story.

1. Celebrate Lincoln Day.

References:

Gordy, American Leaders, pages two hundred eighty-two to three hundred; Mabie, Heroes, pages three hundred nine to three hundred nineteen; Baldwin, Abraham Lincoln.

III. George Washington.

1. Boyhood in Virginia.
2. As surveyor.
3. Journey to Ohio River.
4. With Braddock.

References:

Gordy, American Leaders, pages one hundred-eighty-nine to two hundred nine; Southworth, Book II., Builders of Our Country, pages twenty-four to sixty-two.

IV. Benjamin Franklin.

1. Boyhood, his trip to Philadelphia.
2. As an inventor.
3. And to the Colonies.
4. "Poor Richard's Almanac."

References:

Gordy, American Heroes, pages one hundred seventy-five to one hundred eighty-seven; Southworth, Book I, Builders of Our Country, pages two hundred eight to two hundred twenty-five.

GRADE FIVE

Section One

Study the outline of this subject in the State Course.

Text: Primary History of the United States—Morris.

Limits: Pages one to one hundred thirty-one.

Read the introduction in class.

The history work in this grade may be correlated with Reading and English.

Observance of national holidays with the history recitation is recommended.

Encourage collateral reading from books found in the Public Library.

If the study of history has meant joy to your boys and girls, then you have taught history well.

Section Two

Text: Primary History of the United States—Morris.

Limits: Pages one hundred thirty-one to end of book.

Read the introductory remarks at the beginning of this subject as well as those in Section One.

GRADE SIX

Section One

Text: Mowry's First Steps in the History of England, pages thirteen to one hundred forty-seven.

Study carefully the outline for this grade in the State Course.

This year's work covers European history, selecting especially those elements that have contributed to American civilization. Pupils should be led to see that some of the events treated are of critical importance in determining the future history of England and therefore also of American history.

Cause and Effect in history can be taught with increasing emphasis in this grade. This work can be made very interesting from the story side and at the same time we may show

how certain results would have been different if a certain battle had been lost.

Abundant reference material may be had either at the school library or at the Public Library.

Caradoc, and the Roman conquest.

King Arthur and his Round Table; the Anglo-Saxon conquest.

Venerable Bede, and the Christianizing of England.

Alfred the Great, and the Danish invasion; the founding of the English nation.

William the Conqueror, and the Norman conquest.

Thomas a Becket, Archbishop of Canterbury, and the contest between church and state for supremacy.

Richard Lion-Heart, and the Third Crusade.

King John, and the Magna Charta, the foundation of English liberty.

Simon de Montfort, and the origin of the House of Commons, the second step in English freedom.

Robert Bruce, and the independence of Scotland.

The Black Prince, and the beginning of the Hundred Years' war with France; the development of the English yeomen.

Wat Tyler, and the emancipation of the English serfs.

Prince Hal and the culmination of the Hundred Years' war with France.

Warwick the King-Maker, and the wars of the Roses.

Section Two

Finish the text.

John Cabot, and early American explorations.

Cardinal Wolsey, and the establishment of the Church of England.

Francis Drake, and the continuation of American explorations; the destruction of the Spanish Armada.

William Shakespeare, and the development of the English stage, the golden age of English literature.

John Hampden, the patriot and champion of the people;

the beginning of the house of Stuart, and the union of Scotland and England.

Oliver Cromwell, and the Commonwealth; the final establishment of parliamentary control of the government.

Sir Isaac Newton, and the development of science.

Lord Chatham, the champion of American liberty; the beginning of the house of Hanover, and oppression of the American colonies.

Robert Clive, and the conquest of India.

The Duke of Wellington, and the defeat of Napoleon.

William Wilberforce, and the emancipation of the slaves.

Daniel O'Connell, the Liberator, and his work for Irish liberty.

Sir Robert Peel, and the right of franchise and the repeal of the Corn Laws.

William Ewart Gladstone, the Grand Old Man, the founder of modern England.

Cecil Rhodes, and British domination in South Africa.

References:—England's Stories—Tappan.

American Beginnings in Europe—Gordy.

History of England—Cooke.

A History of England—Hume.

Introductory American History—Bourne & Benton.

Stories of the Old World—Elson.

Stories of English History—Guerber.

Stories of English History—Warren.

GRADE SEVEN

Section One

Text: A History of the United States—Gordy.

The limits of this grade are from the beginning of the book to the "Causes of the Revolution", Article One Hundred Thirteen.

The work should be taken up as follows:

I. **The Pre-Columbian Period. 1452-1492.**

Lief Ericson and "Eric the Red." The Settlement of Iceland, Greenland and "Vinland." Why five hundred years

delay before any farther western movements were made. Ideas of Geography at that time. The routes from West to East. Aids to discovery. Capture of Constantinople by the Turks. A new route to the East. What had been accomplished by Diaz? Vasco de Gama?

II. **The Period of Discovery and Exploration.**

Review story of Columbus. Trace areas explored by him on all his trips. Review story of the Cabots. The story of Americus Vespucius. The naming of America. The story of Balboa. The story of Magellan. What he proved.

A. Spain explores in New World.

Ponce de Leon, Cortez, De Soto, Coronado, and Pizarro. The two-fold object of Spain. Study the story of each of these men. Discuss reasons for Spanish failure.

B. France explores in the New World.

Cartier, LaSalle, Champlain, Marquette, Joliet and Henepin. Study of the objects of each man. Two objects of the French. Attitude of Indians toward French. Results of this relation.

C. England explores in the New World.

Cabots, Hawkins, Drake, Frobisher, Davis, Hudson and Baffin. Study story of each man. The conflict between England and Spain. The story of the invincible Armada.

III. **Period of Settlement.**

Overlapping of English, French and Spanish claims. Predict the results. Story of Sir Humphrey Gilbert. Story of Sir Walter Raleigh. Why did he fail? What did he accomplish? London and Plymouth Companies. Jamestown colony. Charter. Starving time, John Smith's work. Communism, Gov. Dale and his great reform, need of laborers, slavery started, Gov. Berkeley and Bacon's Rebellion.

Settlement of Maryland. Catholics liberal charter. Mason and Dixon's line. Northern colonies.

Massachusetts settlement. Political and religious conditions in England under Stuarts. Story of Pilgrims. Their wanderings. May Flower Compact. Landing. First winter. First Thanksgiving. Slow growth. Puritans settle Massachusetts Bay Colony. Meeting house. Town hall. Their charter. Indian relations.

The Connecticut Colony. Two groups of colonies. Object of each. Conditions leading to their union. Roger Williams. His banishment and founding of Rhode Island. Anne Hutchinson. Quakers. Salem Witchcraft. New England Confederacy. See federal idea in it. Trouble with England and loss of charter. Governor Andros.

Middle colonies. New York. Henry Hudson. New Netherlands. Patroon system; what it was. Indian relations. Prosperity of colonists. Why? Dutch Governors. Struggle between Dutch and England. Pennsylvania. Review of Quakers. William Penn. How he got his land. Holy Experiment. Rapid growth of the colony. Delaware and New Jersey. Note early settlements by Swedes and Finlanders.

All Colonies. Compare and contrast each group of colonists as to religion, government, society, school, and business occupations.

IV. **Period of International Wars.**

Religious and political conditions in Europe. Struggle of England, France, and Spain for supremacy.

Last French war. Causes. Its parallel war in Europe Comparative strength of each combatant. Natural points of attack. Braddock's defeat. Capture of Quebec. Results of war. Treaty. Note the feeling toward mother country due to treatment of colonial troops and leaders.

Prophecy for future relations of colonies with England. Growth toward union. Need of union. Why royal governors wanted union. Franklin's plan of union. Why it failed. Its good results. Why colonists wanted union.

V. Story of the Indians. Character. Occupations. Canoe. Snowshoe. Wampum. Religion. Clans. Communal Living. Mound Builders. Influence of Indians on the whites. Cause of all the Indian Wars. Pequot War. King Philip's War.

Section Two

I. **Revolutionary War Period.**

A. Conditions in England concerning Taxation and Representation. Conditions in Colonies concerning regard for English Law, regard for English ruler, power of Parliament, and power of Colonial Assemblies.

B. Struggle for Rights as Englishmen. Navigation Laws. Writs of assistance. Stamp Act. The object of each of these. How did the colonies receive them? Samuel Adams and Patrick Henry, "Sons of Liberty." Non-importation agreement. Stamp act congress. Note the statement, "No taxation without representation." Townshend Acts. Provision for collecting. Virginia Resolutions. Committees of correspondence. Boston Massacre. Removal of troops. Repeal of tax except on tea. Boston Port Bill.

First Continental Congress. By whom proposed? Time and place. Number of colonies represented. Delegates and authority they were given. Addresses to King. Minute Men. Reasons for organization of? Burke and Pitt in English Parliament.

Battles of Lexington and Concord. Conditions leading to the battles. Second Continental Congress. Its work. Petition to King.

Declaration of Independence. Get from it twenty grievances the colonists had against the king. When adopted by Congress? By States?

The Second Continental Congress met to receive the expected answer of the King to the petition which the First Congress sent him, but as the battles

of Lexington and Concord had been fought before they met, May 10, 1776, they assumed the powers of government.

C. Struggle for Independence. Battle of Bunker Hill. The Evacuation of Boston. The struggle up to this time has been for rights as English subjects, from now on it is for Independence. English struggle for the middle states and the Hudson River. Possible points of attack. Advance from South. Compare the two armies. Battles of Long Island. Washington retreats north and across New Jersey. Lee's treachery. Trenton. Campaign around Philadelphia. Advance from North. Burgoyne's plans. His assistance. His defeat. Show how Washington aided in his defeat. Results of Franklin's success in France. Terms of settlement offered to Americans by English. Difficulties of Washington due to Conway Cabal. Valley Forge. Arnold's Treason. Evacuation of Philadelphia. Results of the struggle for the middle states and the Hudson River.

The war on the Frontier. Show the bearing of George R. Clark on the history of Indiana. Briefly study the organization of Indiana. G. R. Clark's work in the North West. The struggle for the South. New plan of the British. Reason for? Work of Green, Marion and Sumpter. Trace the British movements. Story of King's Mountain. Cornwallis's retreat. Work of LaFayette. Surrender of Cornwallis at Yorktown. Work of John Paul Jones and the Privateers. The treaty of peace. Study it as to Independence, Boundaries, and Navigation of the Mississippi.

II. **The Development of the Constitution.**

A. The State Government. The National Government. Compare each. Weakness of Confederacy. The land claims of the States. Troubles of States over dis-

banding army, over raising money, over taxes, over commerce. Shay's Rebellion. The Annapolis Convention. Its recommendations. Conflicting claims of the North-West Territory. Service of Maryland. Result of common ownership. Ordinance of 1787. Study this in relation to Indiana.

B. The Philadelphia Convention. Its object at first, when met, leaders, the final object. Compromises between large and small states over commerce, over counting the people. Departments of government provided for. Legislative, what vested in? Executive, what vested in? Judicial, what vested in? Study each department so as to secure a working basis of the constitution. The adoption of the Constitution. Its opponents and supporters. Election of 1788. Candidates. Cabinet officers. Inaugural Ceremony. Capitol.

III. **The Development of the Nation.**

A. Under Washington. The financial problem. Our debts, foreign and domestic. Hamilton's plans. Bank Bill. Tariff and Excise law. Whiskey Rebellion and its lessons to states. Foreign difficulties which brought out the Proclamation of Neutrality. Jay's Treaty. Wayne's defeat of the North West Indians. Study this with relation to Indiana. The cotton gin. Its results. General condition of the country as to number of people, travel, commercial centers, mails. Lack of national patriotism and the aristocratic ideas of the leaders.

B. Under John Adams. Virginia and Kentucky resolutions. Effect of these on Federalism. Alien and Sedition Laws. Their object. Their results. X Y Z Papers. Foreign troubles which terminate in War with France. Chief Justice Marshall's influence in strengthening the Federal Union.

THE MACHINE SHOP IN THE HIGH SCHOOL

C. Under Jefferson. Election of Jefferson. His Republican Simplicity. Conditions which bring about the Purchase of the Louisiana Territory. Bound the territory purchased. Lewis and Clark explore it. Results of the exploration. Commercial difficulties leading to Embargo and Non-Intercourse Acts. Fulton's Folly. Importation of slaves forbidden. War with Barbary states. Aaron Burr.

D. Under Madison. War of 1812. Cause of war with England and not with France. Hull. Perry. Harrison. Study work of each. Burning of Washington. Work of privateers and Navy. Indian troubles brought out and settled by this war. Study Tippecanoe in relation to Indiana. Hartford Convention. What it did. Treaty of peace. What it settled. Cost of war. Effect on commerce, on manufactures, on tariff, on finances.

GRADE EIGHT

Section One

Text: A History of the United States—Gordy.

The limits of this grade are from pages two hundred thirty-five to three hundred seventy-two.

I. **The Development of the Nation.**

A. Under Monroe and J. Q. Adams. Development of Nationality under Monroe. Feeling of Nationality among the people. Monroe's journey through the North. His re-election. Trouble with Florida. Jackson's work. Purchase of Florida. Monroe Doctrine. National Road. Erie Canal. Beginning of Railroads and Temperance Cause. Question of internal improvements gives rise to change in political parties. Natural boundary between Freedom and Slavery. Slavery in territory west of the Mississippi River. Struggle in Congress over Missouri. Settled by Missouri Compromise. Give provisions of the compromise.

B. Under Jackson. Character of Jackson. Spoils system. Discuss revenue and protective tariff. Difference between North and South on tariff. Calhoun and Nullification. Webster and the Union. State rights vs. National Government. Jackson's views. How the new tariff settled struggle between North and South. Jackson's views of the United States Bank. Removal of deposits. Pet banks. Growth of railroads, canals and the West. Express system. Use of coal. Anti-slavery movement. Garrison. Liberator. Right to petition.

C. Under VanBuren, Harrison and Tyler. Pet banks loan money. This leads to speculation in western lands, by individuals and corporations and state speculation in internal improvements. Specoe circular. Panic, causes, results. Progress of the temperance movement. Public Schools. Newspapers. Steamships, and McCormick reaping machines. Morse and the Electric Telegraph. The results of it. Horace Wells. Wm. G. Morton, and Chas. T. Jackson. Texas Annexed.

D. Under James K. Polk. Our relation with Great Britain about Oregon. 54 or 40, or Fight. Basis of our claims. Dr. Whitman's Journey to Oregon. The Treaty. Mexican War. Causes. Attitude of North and South toward the war. Work of Generals Taylor and Scott. Character of the struggle. Results of the war. Effect of the war on slavery. Gadson Purchase. Wilmot Proviso. Discovery of gold in California. Rush to California. Three routes. Results of the discovery.

E. Under Taylor, Fillmore, Pierce and Buchanan. California seeks admission to union. Trouble in Congress over slavery. Threats of secession. Compromise of 1850. Its provisions. Fugitive Slave Law. Results in the North. Under-ground railroad. Per-

sonal Liberty Bills. Uncle Tom's Cabin. New men in Congress. Slave holders eager for Cuba. Ostend Manifesto. Kansas and Nebraska Bill. Results of this bill. Bleeding Kansas. Rival governments. Kansas admitted free. Assault on Chas. Sumter. New Political parties. Test of the Fugitive Slave Law in Supreme Court. Dred Scott Decision. Effect on the North of this decision; on the South. Panic of 1857. John Brown's Raid. Results of the raid. Election of Lincoln. South secedes. Formation of Confederate Government. South seize National property. View point of North and South on State rights and slavery. Lincoln's Inaugural address.

F. Under Abraham Lincoln.

THE CIVIL WAR. Causes. State Rights. Slavery. Election of Lincoln. Buchanan's indecision. Relative strength of the combatants. Military movements of the war.

Battle of Bull run. Location. The Battle. Results. Why a Southern victory. Why a Northern victory. Lessons it taught the North.

New plan of the war.

a. The blockade. Need of. The plan. Effectiveness of as seen by exports in 1860, 1861, 1862, 1863. Mason and Slidel. Merrimac and Monitor.

b. War in the West. Grant's plans. Confederate's first line of defense. How taken. Confererate's second line. How taken. Results. Vicksburg. Plan to capture it. Results from the North. Results from the South. Farragut at New Orleans. Confederates attempt to recapture Kentucky and Tennessee, therefore, Bragg's advance and defeat. Chickamauga and Chattanooga.

c. War in the East. Richmond is the objective point for the North. First advance of McClellan.

Route. Objections to route. His progress. Seven Days Battle. Results. Second advance of Lee into northern territory. Object of Lee's route. Second battle of Bull Run. Results. Advance into Maryland. Object. Disappointment. Battle of Antietam. Fredericksburg. Chancellorsville.

Third advance of the Confederates. Lee's plans. Compare strength of the two armies. Battle of Gettysburg. Position of armies. Result of the first and second day's battle. Position of third day. Longstreet's advice and Lee's objections. Picket's charge. Outcome. Importance.

Grant's Hammering Campaign. Route. Advance. Efforts to divert him. Sheridan. Early. Siege of Petersburg. Lee leaves Richmond. Pursuit. Sherman's march to sea. Then North to join Grant. Lee's surrender. Terms. Result of war. Lincoln's assassination.

d. Some political movements of the war. Attitude of the administration in 1861 toward slavery, as seen in the republican platform and in Lincoln's Inaugural address. Attitude of the northern democrats. Influence of Douglas. Butler's contrabands of war. Importance of the border states. Emancipation. Attitude of European countries toward north and south. Election of 1864. The thirteenth amendment. Provisions of this amendment. Actions of the states. Feeling throughout the country. Death of Lincoln.

G. Reconstruction under Johnston. Lincoln's idea of reconstruction as seen in his last public address. Johnston's ideas of reconstruction. His amnesty proclamation. Opposition between Congress and Johnson. Civil Rights Bill. Fourteenth amendment. Tenure of office act. Impeachment of the president. His trial. The result.

Reconstruction under Congress. Military Re-

construction Bill. "Ku Klux Klan." "Carpet Baggers." Negro rule. Fifteenth amendment.

Section Two

The limits in this regard are from page three-hundred seventy-two to close of book.

Some of the problems for discussion are not treated fully enough in the text and pupils should make constant use of reference books and of the library in this grade.

These problems should be discussed: Withdraw of the troops from the South. The New South. The New West. The immigration problem. The Chinese exclusion act. The Mormons. Irrigation. Forest reservation. Our relations with the Indians. Purchase of Alaska. Presidential Succession act. Alabama claims. Labor troubles. Interstate Commerce act. McKinley Bill. Sherman Silver Bill. Gold famine. Wilson tariff. Hawaiian revolution. Venezulean question. Free silver campaign. Spanish-American War. Philippine affairs. Hawaii annexed. United States in China. Conservation. Panama Canal. New Navy. Parcels post. Australian Ballot system. Insurgent movement in politics.

The last half of the term should be devoted to review work on some of the following, making a careful study of the ones taken up: The Constitution. Slavery question. Territorial growth. Transportation. Inventions. Tariff or finance. Foreign relations. Political parties. Education and commercial growth of the country. Important treaties with foreign powers. Political and commercial greatness of the United States.

Books recommended for the Sixth, Seventh, and Eighth grades are as follows:

American Heroes—Tappan.

Elementary History of the United States—Morris.

Side Lights on American History—Elson.

American History and Government—Woodburn & Moran.

American Leaders—Gordy.

The Young Citizen—Doyle.

Our American Government—Haskin.

A History of United States and People—Eggleston.

The war of Independence—Fiske.

New Area of United States History—Burton.

The Young American—Judson.

The Colonies—Thwaites.

Formation of Union—Hart.

Division and Reunion—Wilson.

Uncle Sam's Secret—Austin.

History of United States—Montgomery.

Great Epochs in American History, Vol. 10—Halsey.

Manual of Constitution—Andrews.

MUSIC

Music, one of the most potent factors in the development of the mind, is rapidly gaining a place of prominence in our school curriculum but as yet the full value of its influence upon social and intellectual development has not, by any means, been realized.

It is the popular conception that music is only a pleasureable, harmless pastime and possesses none of the cardinal virtues of intellectual development. But on the contrary, through the medium of music the emotional nature of the child is appealed to in a more subtile and effective manner than any other subject, at the same time learning to decipher the symbols of music as well as to express musical thought by means of these symbols is as educative as learning to read and write any other language.

From the standpoint of social and intellectual value alone music should be given a prominent place and careful attention on the school program.

These are not the only reasons for its place in the course of study. There is a vocational value which is quite generally overlooked. To realize the value of learning music from this standpoint one needs only to become acquainted with financial conditions and statistics of this profession.

It is not the object of music in the schools to make master musicians of all the pupils but to develop a love for singing and a desire for, and appreciation of, the best music, both vocal and instrumental.

In presenting this subject a great many ideas as to the essentials are suggested by various teachers. To one, a beautiful tone represents the first and only requisite; to another, artistic interpretation and emotional singing represents the highest attainment; a third, may find the end of music in the cultivation of a taste for good music; another will be satisfied with good technique in reading and writing music; still another will find in rhythm (time) the all in all of music. But it is not sufficient that there be an over emphasis of any one point but that there be a proper fusion of all to the end of making the pupil a lover of music, with ability to express his own thoughts in music as well as the thoughts of others and take his place in the social and religious development of the whole community.

General Outline

First grade work consists mostly of rote singing. Many facts in music are learned by observation and the children are taught that the ear is the organ of music perception. A very little notation work is given. Songs of nature and the seasons are given a prominent place.

The second grade work becomes more exact and a great many facts about notation are learned by observation of the songs formerly learned by rote.

The "Modern Primer" and Congdon's Primer are intro-

duced in this grade and the children are taught to sing by singing. Throughout all grades most careful attention is given to tone quality.

Third and Fourth grades: "Modern First Book" and suitable supplementary songs are used.

Fifth and Sixth grades: "Modern Second Book" is used along with supplementary songs.

Seventh and Eighth grades: "Modern Third Book" and suitable supplementary choruses.

Throughout the grades general advancement is made towards a more perfect knowledge of the essentials of expression and interpretation.

High School

In order that music in the high school be given the attention it should rightfully have for the highest development, the whole time of one teacher would be required.

Under present conditions a chorus, orchestra and special music classes are maintained, giving a big proportion of the pupils an opportunity to participate in some kind of music.

ART

Education in Art gives opportunity for the highest creative activity of mind developed through its own activity, resulting in the trained eye, hand and mind; forming habits of correct observation, and creating an artistic representation in creative power, and its appreciation of the beautiful.

The teacher of Art in the public schools is to arouse the emotions and aspirations of the pupils toward higher ideals. It trains the eye and hand toward accuracy and neatness, and brings the thought of the pupil into contact with the elevating and refining influences of Art.

The pupil is taught to discriminate between awkwardness and gracefulness and to express this grace outwardly, either on paper or in actions, as an expression in one outward form is sure to bring a like expression in another form, and thereby transform the individual; and this knowledge can be applied

practically throughout innumerable ways in the round of daily living.

Art and Manual Training are so closely related that the Art student must need to know fully something about crafts, and the Manual Training student should study Art. The privilege of obtaining this instruction is given in each of the eight grades.

The work which is done in the first six grades is done by the teachers. The Supervisor will give explicit and suggestive help constantly so that the grade teachers will be in close sympathy with the work to be presented in the different grades. The work in the sixth, seventh and eighth grades is given by a special teacher whose work is outlined by the Art Supervisor.

The Applied Art Drawing Books are used throughout the grades.

MANUAL WORK

Grade One, Section One

Practice measuring with inch-marked ruler.

Weaving with oil-cloth mats and splints.

Weave Seegmiller's Bogus Paper Mats.

With yarn, weave single—thread mat on straw board loom.

Paper-folding.

Paper-cutting.

Cardboard construction.

Sewing-cards.

Clay-work and sand-table work.

Grade One, Section Two

Continue work as outlined in grade one, section one, in a more advanced stage.

Grade Two, Sections One and Two

Practice measuring with half-inch marked ruler.

Weave hammock or rug on strawboard loom.

Paper-cutting and paper-folding.

Cardboard construction work.
Sewing cards.
Clay modeling and sand-table work.

Grade Three, Sections One and Two

Practice measuring with one fourth-inch marked ruler.
Cardboard construction work.
Raffia construction work.
Elementary sewing on canvas.
Clay modeling.

Grade Four, Sections One and Two

Practice measuring with one eighth-inch marked ruler.
Cardboard construction work.
Basketry: Section one, express twine and raffia.
Section two, reed and raffia.
Clay modeling.

Grade Five, Sections One and Two

Measuring and drawing with sixteenth inch-marked ruler, triangle and compass.
Cardboard construction work.
Reed-basketry.
Clay modeling and simple pottery.

Reference books for first five grades:
Industrial Education—Love.
Primary Handwork—Seegmiller.
Paper Sloyd for Primary Grades—Rich.
Cardboard Construction—Tryborn.
Construction Work—Worst.
Paper and Cardboard Work—Chamberlain.
Clay Modeling in the School Room—Hildreth.
Clay Work—Lester.
How to Teach Clay Modeling—Kellogg.
Hand-loom Weaving—Todd.
Indiana Basketry—James.
Raffia and Reed Weaving—Knapp.
School Needlework—Hapgood.

WOOD WORK

Grade Six, Sections One and Two

Beginning of bench work. The knife, try-square and rule are the principal tools used.

The stock used is principally thin bass wood.

The nature of the wood and its grain are taught by the different ways of cutting it, as follows:

With the grain; cross-grain; at different angles with the grain; concave convex.

Sandpapering.

Staining.

Waxing.

Some carving.

The latter part of section two is spent in sawing, planing, boring, chiseling, etc.

Grade Seven, Sections One and Two

Here the uses of the saw, plane, block-plane, spokeshave, chisel, square, augers, etc., are taught.

Care is taken to square faces, edges and ends; also cutting and planing to length, width and thickness.

The problems include: hat-rack; pen-tray; foot-stool; tabouret; flower-table; boxes; etc.

Sanding.

Staining.

Working drawing of each project made.

Grade Eight, Sections One and Two

Continue as suggested in former grades.

Problems include: Tabouret; bread-board; hall-tree; magazine rack; plate-rack; and other projects as best supply the needs of the boy.

Sandpapering.

Staining.

Wax finish.

Working drawing of each project.

DOMESTIC SCIENCE

Grade 6, Section 1.

1. Seam Sampler.
2. Stitch Sampler.
3. Doll Clothes (Substituted for the sampler.)
   (a) Kimona night gown.
   (b) Doll's underwear.

Grade 6, Section 2.

1. Silkoline bag.
2. Combination sewing apron and bag.
3. Choice of:
   (a) Nurse uniform for doll.
   (b) Hemstitch handkerchief.
   (c) Dust cap.
   (d) Gingham apron.
4. Darning stockings.

Grade 7, Section 1.

1. Nightgown, Kimona style with a simple pattern for hand embroidery.
2. Laundry Bag with stenciled original design.

Grade 7, Section 2.

1. Corset cover.
2. Huck towel, embroidered or hemstitched.

Grade 8, Section 1.

1. Undergarments.
2. Sleeve protectors for Domestic Science uniform.
3. Grass linen towels for Domestic Science uniform.

Grade 8, Section 2.

1. Domestic Science apron.
2. Undergarments.
3. Holder.

HIGH SCHOOL COURSE OF STUDY

The course of study in the High School has been modified to conform to a ruling made by the State Board of Education under date of April 12, 1912, as follows:

"On and after Sept. 1, 1912, all graduates from commissioned high schools in Indiana must have done the following:

1st. Complete not less than 16 units of High School. A unit is defined as a year's study of five periods a week.

2nd. Of these 16 units 11 shall be obtained in the following subjects:

English, - - - -	3 units
Foreign Language, -	2 units
Mathematics, - -	2 units
Natural Science, - -	1 unit
History, - - - -	1 unit

Two units to be obtained by additional work in one or two of the above subjects.

Five additional units to be taken from the above or other subjects.

In place of either two units of mathematics or two units of a foreign language, a substitution may be allowed of two units, consisting of a second unit of history and a second unit of natural science."

GENERAL COURSE OF STUDY FOR THE HUNTINGTON HIGH SCHOOL

First Year		Second Year		Third Year		Fourth Year	
1	2	1	2	1	2	1	2
ENGLISH	ENGLISH	English	English	ENGLISH	ENGLISH	ENGLISH	ENGLISH
ALGEBRA	ALGEBRA	PLANE GEOMETRY	PLANE GEOMETRY	Algebra	Arithmetic	Solid Geometry	Trigonometry
1st year Science	1st year Science	Physiology	Commercial Geography	Chemistry	Chemistry	Physics	Physics
		GRECIAN HISTORY	ROMAN HISTORY	Mediaevel History	Mediaevel History	American History	Civics
Latin	Latin	Latin	Latin	Latin	Latin	Latin	Latin
German	German	German	German	German	German	German	German
				Stenography and Typewriting	Stenography and Typewriting	Stenography and Typewriting	Stenography and Typewriting
						Bookkeeping	Bookkeeping
Agriculture	Agriculture					Commercial Law	
Shop Work Mechanical Drawing	Shop Work Mechanical Drawing	Shop Work Mechanical Drawing	Shop Work Mechanical Drawing	Shop Work Mechanical Drawing	Shop Work Mechanical Drawing		
Domestic Science & Art	Domestic Science & Art	Domestic Science & Art	Domestic Science & Art	Domestic Science & Art	Domestic Science & Art		

Subjects in CAPITALS are required and can be omitted only by consent of the Principal. All other subjects are elective. Pupils of an upper grade will be required to present a written permit from the principal before entering a class of a lower grade.

If a study requires more than one term for its completion it can not be discontinued, without the consent of the Principal, at the end of the first term.

No class will be formed for less than ten pupils.

Vocal Music and Art are elective throughout the course and credit is given according to the amount of time given to the work.

Pupils desiring to take more or less than four subjects must first obtain permission from the Principal.

An act of the last legislature provided that all books used in the high schools of the State are to be adopted by the State Board of Education.

SUGGESTIONS IN REGARD TO CHOICE OF STUDIES

It is the purpose in arranging the present High School course to meet the needs of the greatest number possible; to adjust the work to the needs both of the larger number of students whose life must be one of physical or manual labor, and of those who expect to enter college. The local needs should be considered first of all.

For this purpose and on account of the addition of new departments, the present course of study has been arranged. It should be noted that the most of the required subjects and the subjects most general in their value are given in the first two years. This arrangement gives the student the opportunity to select subjects suited to his particular needs in the third and fourth years. Thus the student will have value received from the time spent no matter when he is compelled to leave.

The fact that our course of study is largely elective makes it possible for pupils to fit themselves either for going into some business direct from the High School, or for continued study in any line desired. The vocations which pupils may

wish to enter are so varied that no attempt can be made to outline courses of study especially suited to any particular calling. The colleges, also, which students may wish to enter vary in their requirements for admission. Only general suggestions can be made to aid the pupils in selecting courses.

Students who wish to prepare for ENGINEERING and POLYTECHNIC SCHOOLS, or for those pursuits in which a knowledge of the MECHANIC ARTS is essential, are advised to take the following:

English	6 credits	Chemistry	2 credits
Algebra	3 credits	History	2 credits
Plane Geometry	2 credits	Latin or German	4 credits
Solid Geometry	1 credit	Manual Training	4 credits
Physics	2 credits	Electives	6 credits

Students who wish to pursue either a CLASSICAL or SCIENTIFIC course in college, should include at least the following regular studies in order to meet the entrance requirements of such colleges:

English	6 credits	Physics	2 credits
Latin or German	6 credits	Chemistry	2 credits
Algebra	3 credits	History	2 credits
Plane Geometry	2 credits	Electives	8 credits
Solid Geometry	1 credit		

Students who intend to enter NORMAL SCHOOL for the purpose of becoming teachers are advised to take the following subjects:

English	6 credits	Latin or German	4 credits
European History	4 credits	Science	4 credits
American History and Civics	2 credits	Music	1 credit
Algebra	2 credits	Art	1 credit
Plane Geometry	2 credits	Arithmetic	1 credit
		Electives	5 credits

HIGH SCHOOL GRADUATES, 1908-1913

Class of 1908-9

Glade King Eckman,
Don Pomroy Emley,
Ralph Orville Leverton,
Gladys Whiting A. McLean,
Leah Isabel Miles,
Mildred Bernice Piatt,
Mary Edith Sites,
Wilbure P. Hullinger,
Georgia Kehler,
Lowell Heber LaMont,
Wanda E. Shaefer,
Robert T. Somers,
Harmon Eugene Wagner,
Lillian Nelson Berry,
Earl Clarence Bucher,
Mildred Avyce Duncan,
Gordon Brown McCabe,
Nina Ara Penrod,
Ivan Edgar Smith,
Hazel May Tillman,
Clarence Boston Fleck,
Marion Keller,
Eldon Talmage Lawver,
Ethel May Lininger,
Paul Jacob Miller,
Bessie Aileen Branyan,
Max Maurice Hart,
Briant Chafee Lawrence,
Charles Fay Shock.

Class of 1909-10

Evea M. Burley,
Nellie E. Hessin,
Marie Margaret Peden,
Wilbur Randolph Snider,
Sarah Whitmore,
Marguerite Evelyn Williams,
Zella C. Gates,
Darwin Bruce Hamer,
Clytie L. Hartman,
Lillian May Johnson,
Geneva P. Lucas,
Walter Jenkins Plumb,
Karl Hartwell Glanton,
Ruth Marie Brown,
Mary Isabella Buchanan,
Hazel Anita Carr,
Kenneth Earl Lind,
Herman Joseph Martin,
Myra Lucretia McClelland,
Letha Merle Peterson,
Elizabeth Smith,
Paul G. Weber,
Mabel Irene Winters,
E. Eugenie Buchanan,
Claire Cline,
Burnett Blaugh Dinius,
Howard Charles High,
Lucile Ethel Pugh,
Fred D. Helser,
Ralph Allen Truman,
Ruth Beatrice Edwards
Ellen Louise Hoban.

Class of 1910-11

May Abbott,
Mary E. Elvin,
Immogene Hope Kaufman,
Carl D. Seely,
Gertrude D. Weaver,
Mildred Purviance Weese,
Mary Olive Wilson,
Virgil G. Lawver,
S. Edith Paul,
Minnie M. Zell,
Leola Theodocia Calvert,
Edith LaMont,
Stella Gibney,
Waldo Aubrey Barsh,
Ruth Anna Eckman,
Hazel Beatrice Etzold,
Zelma Fern Hier,
Ray Willis Ireland,
Josephine Elizabeth Kenower,
Helen Louise Lucas,
Nellie McCahill,
Lucile Winfred McClure,
Bertha A. Miller,
Robert Charles Patterson,
Marco M. Plasterer,
Hope LaRose Tharpe,
Beulah Esta Tugendreich,
Muriel Webb,
Theodosia Williams,
William E. Williams,
Inez Marie Buzzard,
Routh Culp.
Frank W. Hawley,
Modjeska Mary Weber,
Mark G. Erehart,
Charles Anthony Kindler.

Class of 1911-12

Donald Brown,
Hilda Blinn,
Margaret Virginia Curran,
Violet Irene Hullinger,
Anna Minerva Kline,
Freta E. Raney,
Lucile Marie Weisman,
Forest Logan Cook,
Dean Johnson,
May Effie Wells,
Ethel Marie Collins,
Evalene Marie Drover,
Paul Emley,
Audrie Marie Nevius,
Grace Marie Paul,
Ruth Emley,
Ethel De Etta Hildebrand,
Mildred Pauline Hildebrand,
Ethel Matilda Kline,
Emma Ford Kline,
Frieda Leona Kirkendall,
Agnes Jane Purviance,
Nova Nondas Starbuck,
Nellie VanAntwerp,
Gladys May Whitelock,
Anne Loretta Walter,
Hazel Fern Whitacre,
Russel Anderson,
Marie Correll,
Vanice B. King,
Anna May Paul,
Opal Violet Souers,
Grace Estella Shinkle,
Haden E. Sheerer,
Mae Siemantel Young,
Vera Hannah Zeller,
Ilah Grace Mason,
Abner Brown,
Archie Erehart,
Marie Fisher,
Hazel Mae Kiser,
Ray Thomas Lininger,
Paul M. McEnderfer,
Ervin Merriman,
Eugene Francis Zahm,
Rubie Marie Myers,
Mary Terhune,
Lucile Hoover.

Class of 1912-13

Charles Ullery Aldridge,
Arthur Evan Fast,
Lucile Nanetta Beck,
Dorothy Anna Sutton,
Ruth Laona Bush,
Mary Olive Chamberlin,
Gorman Elwood Ham,
Glendora Ditzler,
Waldron J. Furste,
Dayton Hamer,
Edith Lillie Geseman,
Mildred Gene Harter,
Lee Metzler Bowers,
Mattie Myrtle Plasterer,
Donald Ouray Weese,
Oscar Kniesly Zeigler,
Florence Allen Dilley,
Lucina Flint Powell,
Joseph S. Wonderly,
Frances Margaret Maloney,
Prentice Wearly,
Kenneth Frank Triggs,
Glenn George Smith,
Letha Matilda Eberhart,
Lillian May Robinson,
Elmer Henry Rahn,
Ernest Leighton Mock,
Mildred Elizabeth Bonebrake,
Mabel Marie Scheiber,
Henry J. Kindler,
Vera Mary Souers,
Paul Charles Humbert,
Arthur Hoch,
Helen Emily Thomas,
Georgiana C. Townsend,
Helen Frances Williams,
Don Gray Hart,
Elizabeth Ethel Ruth Williams,
Leila Vivian Scott,
Mamie Eva Mentzer,
Faith Miriam Emley,
Sarah June Wiley,
Ruth Elizabeth Schaefer,
Roy H. Bucher,
Harlon Mack Clark,
John Boyd Eviston,
Ernest Frederick,
Howard Eldon Hildebrand,
Cato Burdge Hurd,
George Louis Knipp,
Leona Victora Fisher.

WILLIAM STREET SCHOOL BUILDING

RULES AND REGULATIONS

THE BOARD

1. The regular meeting of the Board shall be held the first and third Monday of each calendar month at seven o'clock P. M. unless some other time is agreed upon.

2. **Order of Business:**

   1. Reading of minutes of the last meeting.
   2. Consideration of accounts.
   3. Communications and petitions.
   4. Reports of committees.
   5. Unfinished business.
   6. New business.
   7. Reports and suggestions of the Superintendent.

SUPERINTENDENT

3. **Appointment:**

For the purpose of aiding the Board of School Trustees in the discharge of its duties; of securing uniformity and thoroughness in the course of instruction, and judicious and efficient discipline in all the schools, a Superintendent shall be appointed. The appointment shall be made at the last regular meeting in March of each year, and shall be made for such time and at such salary as shall be mutually agreed upon by the Board and the Superintendent.

The Superintendent may be discharged at any time for incompetency, unfaithfulness in the performance of his duties, or willful neglect to conform to the rules and regulations of the schools.

4. **General Powers and Duties:**

The Superintendent shall be the executive officer of the Board in all matters pertaining to the conduct and management of the school.

He shall have general supervision of all the schools, teachers, apparatus and course of study. He shall enforce the rules and regulations of the Board, a copy of which he shall have placed in each school room. He shall keep regular office hours. for the convenience of parents, teachers, pupils, and others desiring any information concerning the schools. He shall devote himself to the duties of his office, and perform such other duties, not herein specified, as may be required by the Board.

5. **Meetings of the Board:**

He shall attend the meetings of the Board, and give such information as may be called for. He shall make such recommendations as he may deem proper for the welfare and progress of the school.

6. **Visiting Schools:**

The Superintendent shall visit the different schools as often as his other duties will permit, shall observe the character of the instruction given and the modes of discipline adopted, encourage the good work and suggest remedies for weak points.

7. **Transfers:**

The Superintendent shall have power to transfer pupils from one district to another, in case such transfer be necessary for the relief of crowded rooms, or for purposes of discipline. A transfer for other reasons than these shall not be made except by the Board in regular session, and then only upon application by the parent or guardian, made in person or writing, stating reasons for such transfer, and showing to the satisfaction of the Board

that such transfer will be beneficial to the pupil, and not detrimental to the general interests of the schools.

8. **Other School Systems:**

He shall endeavor to acquaint himself with the public school system of other cities, for the purpose of applying the best things to our own school system.

9. **Teachers' Meetings:**

He shall call meetings of all the teachers of the city, or any number of them at such times and in such places as he may direct.

10. **Registers and Blanks:**

He shall see that the teachers are supplied with school registers and with blanks for all necessary reports, and shall give such instructions in regard to the mode of using them as will secure uniformity.

11. **Pay Roll:**

He shall keep a correct account of the services rendered by each regular teacher, and each supply teacher; and, at the end of each specified time, shall make out an accurate pay roll, showing the several amounts due the teachers, and file the same with the secretary of the Board.

12. **Regulations:**

He shall make such regulations, subject to the approval of the Board, as he shall deem essential to the promotion of the efficiency of the schools.

PRINCIPALS

13. **Responsibilities:**

Principals shall exercise a general supervision over their respective buildings. They shall see that their teachers are punctual in attendance; that

they discharge their duties to the best of their ability; that they preserve good order, keep their registers and records properly, and attend promptly to the ventilation of their school rooms. They shall endeavor to promote harmony and good will among their teachers and pupils, and to secure the interest and co-operation of the patrons of the schools.

14. **Reports:**

Each principal shall report to the Superintendent all reports that are called for.

15. **Meetings:**

They shall have the power to call their teachers together, for the purpose of instruction and mutual consultation.

16. **Supervision of Janitors:**

They shall exercise a supervision over the janitors that their buildings and grounds are kept in the proper condition.

17. **Attendance:**

They shall be at their schools at least thirty minutes before each session of the day. They shall remain in the buildings until four-thirty P. M. so that parents, pupils, or others may consult them.

18. **New Pupils:**

They are to classify all pupils seeking admission into their schools after the first day of the term.

19. **Fire-Alarm Drills:**

They shall have fire-alarm drills at least once each month in each building.

20. **Supervision of Pupils:**

Principals shall see that pupils do not appear in or about the school premises earlier than thirty minutes before the opening of school in the morn-

ing or in the afternoon; shall superintend the deportment of pupils in the yards and vicinity of school houses during recesses and intermissions; see that good order is at all times kept in the halls and stairways, and that pupils do not loiter about the school premises after dismissal.

21. **Building Funds:**

Each building is authorized to maintain a School Improvement Fund. This fund shall be in charge of the Principal of the building, who shall make a report to the superintendent at the close of the school year showing the receipts for the year together with an itemized statement of the expenditures and the balance on hand.

22. **Care of School Property:**

They shall exercise care over the school property, seeing to it that it is protected in every way. They shall see that all supplies furnished are carefully and economically used.

TEACHERS

23. **Appointment:**

At the last regular meeting in March, each year, the Superintendent shall nominate and the Board appoint, as far as practicable, the teachers of the next school year.

24. **Eligibility:**

No person shall be eligible in the elementary department of the Schools in Huntington who shall not have completed a four year high school course or its equivalent, and a two year course of a normal school or college of good standing. He shall have had at least one year of successful experience in teaching.

An applicant for a high school position shall be a graduate of a college of the best grade, or shall

possess equivalent qualifications. He shall have had at least one year of successful experience.

These requirements may not apply to special teachers.

25. **Contracts:**

Once the teacher has received an appointment to teach during the next school year, and has signed a contract to that effect, she is morally bound to carry out the terms of the contract unless released by the Board. The Board is willing to grant a request for such release provided it shall appear that the best interest of the schools shall not suffer thereby; and provided further that no such request shall be considered within a month of the time set for the opening of school.

26. **Resignation:**

No teacher shall have the right to resign during the term for which he or she shall have been appointed without giving a month's notice if possible. The resignation shall be in writing and shall be filed with the Superintendent.

27. **Discharge:**

Teachers may be discharged at any time for improper conduct, incompetency to teach or govern their schools, unfaithfulness in executing the directions of the Superintendent, or violations of the terms of contract.

28. **Responsibilities:**

All teachers are required to observe and carry into effect all rules, regulations and directions of the Board and of the Superintendent in relation to the instruction, and discipline of their respective schools, and to attend all meetings called by the Superintendent or authorized by him.

29. **Teachers' Hours:**

Teachers shall be in their respective school rooms at least thirty minutes before time of opening schools at both sessions of the day, and, failing to comply with this rule, shall be adjudged tardy, and shall so report themselves, which reports shall be reported to the Superintendent.

30. **Faithfulness in the Performance of Duty:**

Teachers shall thoroughly prepare themselves daily in all studies pursued in their several classes, shall open school promptly at appointed time, devote themselves exclusively to the instruction of their pupils, maintain good order, superintend the conduct of their pupils in the yard, and vicinity of the school building during recesses and intermissions in accordance with the directions of the principal and use the prescribed text books and course of study.

31. **Absence and Tardiness:**

They shall each day, by phone or otherwise, notify the parent or guardian of every pupil who has been absent or tardy, unless the cause of such absence or tardiness is known both by the teacher and by the parent or guardian.

32. **Care of Property:**

They shall be held responsible for the care of the desks and other furniture and property of their respective rooms and halls.

33. **Physical Conditions of School Rooms:**

Teachers shall give particular attention to the temperature, lighting and ventilation of their rooms. The proper temperature of school rooms in winter is about seventy degrees Fahrenheit.

34. **Contagious and Infectious Diseases:**

Teachers shall exclude from school any pupils who have contagious or infectious diseases until they bring certificates from reputable physicians certifying that there is no longer any danger of their transmitting the disease to others.

35. **Detention of Pupils:**

The teachers shall not detain any pupil later than twelve o'clock at noon, nor longer than half hour after the close of any session. Pupils should seldom be detained during recess, but when thus detained, they should be allowed to pass out for a few minutes at the close of recess. A teacher shall not suspend a pupil without the consent of the principal.

36. **Advertisements:**

The schools should not be made a medium of advertising. No teacher, therefore, will permit time to be occupied in or about the school building, whether during school hours or not, by agents, lecturers, exhibitors, or any other person having a commercial end in view, and no advertisements will be distributed through the schools, except on authority of the superintendent.

37. **Substitutes:**

In case a teacher shall be unable to attend to his or her school-room duties, immediate notice shall be given to the Superintendent, that a substitute will be needed. Such substitute shall be furnished by the Superintendent. She shall notify the Superintendent when she is again able to take her place.

When a teacher is absent because of sickness or death in the immediate family or for any other unavoidable reason, she receives the amount of

money which is the difference between her salary per day and the price paid to the substitute. She loses her entire daily wages when absent for any other reason.

38. **Substitute Teachers:**

A teacher to be eligible to the list of substitute teachers must possess a valid license to teach in the county, and must be approved by the Superintendent. The wages of substitute teachers for the grade positions shall be $2.50 per day, for principals, supervisors, and high school teachers, $3.00 per day.

PUPILS

39. Pupils are expected to attend school regularly and punctually, and any pupil absent or tardy, from whatever cause, shall bring to the teacher in writing a proper excuse from his parent or guardian for such absence or tardiness; provided, that such written excuse shall not be required where the parent has made explanation in person or by phone.

40. Every pupil is required to conform to all the rules of the school; to obey all the directions of the Superintendent, principal, and teachers; to observe good order and propriety in deportment; to be diligent in study, respectful to teachers, kind and obliging to schoolmates; to refrain entirely from the use of profane or indecent language or conduct; to refrain from the use of tobacco in any form in or about the school buildings or grounds; to avoid communication during the hours of study and recitation without permission; to be clean and neat in person and attire; to practice self-government; to do right.

41. Sickness of the pupil or in the family, or some pressing necessity, shall be the only excuses accepted for absence. Absences which occur when the attendance of the pupil would occasion serious and imprudent exposure of health, shall be regarded as absence caused by sickness. Excuses must state the cause of absence.

42. **Good Order.** Pupils shall maintain good order and propriety of deportment, not only during school hours, but in coming to and going home from school. They are required to keep their books clean and free from all unnecessary marks; to keep the contents of their desks neatly arranged; to occupy such seats as may be assigned them by the teacher; to be responsible for the appearance of the floor in the vicinity of their seats; to enter and leave the school rooms and school premises in an orderly and respectful manner, at the regular dismissals of the schools.

43. **Street Order.** Pupils shall be under the jurisdiction of teachers in going to and from school. On coming to school, pupils shall come directly into the school yard, and on entering the halls they shall pass directly to their rooms. Pupils shall refrain from rough play, pushing, boisterous conduct, and throwing missiles upon the grounds in going to and from school.

44. "It shall be the duty of all teachers to immediately send home any pupil who is perceptibly ill in any way, or who is unclean and emits offensive bodily odors or who is infested with lice or other vermin."—Extract from the Sanitary Schoolhouse Law.

45. Pupils shall have such books and other necessary supplies as are prescribed by the course of study, or be denied the privileges of the schools. Children whose parents or guardians are in indigent circumstances shall be supplied with books by the Board. These books shall be returned when the children leave school. The books may be obtained by calling on the Principal who shall after investigation make requisition upon the Superintendent, certifying that the books and supplies are necessary and proper under the rule.

46. **Insulting Conduct:** Any pupil who shall be disrespectful or insulting in language or action toward any school officer or teacher upon the street or in any public place, at any hour of the day, or upon any day of the week, shall be liable to suspen-

sion or expulsion, or such other punishment as may be deemed adequate.

SUPERVISORS

47. The Supervisors of Special Branches of Instruction shall carefully instruct the teachers under their charge, and see that they fully understand the scope and nature of the work to be done. When necessary, they shall give individual help to a teacher; and, especially, to new teachers shall they give close personal attention until they are thoroughly installed into the work.

To each Supervisor shall be given the power to call such meetings of teachers for instruction in methods or subject matter as he or she may deem necessary, subject to the approval of the Superintendent. The attendance of teachers at all such meetings shall be regular and punctual. Provided, that the Supervisor may excuse any teacher from attendance at a meeting for reasons appearing sufficient to the Supervisor.

48. It shall be the duty of each Supervisor to have a regular program of visitation and instruction, which program shall be approved by the Superintendent, and filed at his office at the beginning of each semester, and each Supervisor shall adhere to said program in his or her rounds of visitation and instruction, unless special reasons exist for departure therefrom at any particular time, in which case the Supervisor may vary from such said program.

49. **Methods:** They shall acquaint themselves with the best and most approved method of management and instruction, as practiced in the best school systems, and promulgate and carry them out in their respective departments.

50. Each Supervisor shall render to the Superintendent, as often as required, a report as to the work of the branch, and as to the proficiency of the respective teachers in such branch of instruction as he or she may supervise. Such report shall be taken into account by the Superintendent in estimating the success grades of the teachers.

JANITOR

51. The Janitors are the custodians of their respective buildings and premises; and as such, they shall exercise vigilence in caring for, preserving, and protecting them. They shall work under the immediate direction of the principals, and shall faithfully execute their orders, as well as those of the Superintendent and Board.

They shall familiarize themselves with the Sanitary School Laws of the State, and be directed by them. All instructions, given by the Health Supervisor, must be faithfully performed.

IN GENERAL

52. Parents and guardians must not confer with teachers during school hours, nor must any person who feels aggrieved discuss the matter in the presence of pupils.

53. These rules and regulations are subject to annulment, revision or addition at the pleasure of the Board of School Trustees.

SCHOOL DISTRICTS

1. Central School: All that part of the city west of Byron Street, and north of Little River, also that part between the Wabash railroad and Little River, west of the Erie railroad.

2. State Street School: All that part of the city east of the Erie railroad and north of Little river.

3. William Street School: All that part of the city south of Little River, and bounded on the east by South Jefferson Street to West High Street, West High Street to Charles Street, Charles Street to city limits.

4. Allen Street School: All that part of the city south of Little River and east of the William Street School District.

5. Tipton Street School: All that part of the city east of Byron Street, north of Wabash railroad and west of Erie railroad.

Note: Pupils completing the fourth grade in the Allen Street School district shall attend the William Street School. Those completing the sixth grade in the State Street School may attend any school in which they can best be accommodated.

BEGINNING PUPILS

New classes will be formed in the first grade for beginning pupils at the beginning of each semester. These beginners may enter the September class if they are six years of age on or before November first, and may enter the January class if they are six years of age on or before April first. In either case they must enter within the first four weeks of the term.

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